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MARYLAND

## HUMANITIES

The humanities include but are not limited to: history, philosophy, language—both modern and classical, literature, linguistics, archaeology, jurisprudence, ethics, comparative religion; the history, criticism, and theory of the arts; and those aspects of the social sciences which have humanistic content and employ historical or philosophical approaches. These disciplines help us to know ourselves and to know what it is to be human. To public programs in these areas we pledge our support. **The Maryland Humanities Council, an affiliate of the National Endowment for the Humanities.**

Building  
Community*by John W. Gardner*Challenges  
and Choices  
for the 21st  
Century:  
Ethical  
Dilemmas,  
Informed  
Decisions*Conference  
Registration*MHC Elects  
New Officers



## ... From the Chairperson of the Maryland Humanities Council



Dr. Catherine R. Gira  
Chairperson and President  
Maryland Humanities Council

Within the halls of the academy, the debate continues about the content and methodology of the humanities. In literature, for example, deconstructionism and other critical theories—old and new—are, in turn, defended or attacked, often heatedly and sometimes viciously. One recent commentator characterized Marxist and deconstructionist critics as “assassins” who “regularly torture books to death”—as “academic nihilists out of touch with life.” Feminist, Marxist, and deconstructionist critics have leveled similar charges against proponents of formalism—a literary theory that flowered for several decades in mid-twentieth century. Historians engage in heated exchange over traditional and revisionist content in the canon. Dismayed over what he believes to be the lack in our time of “real” literature, Alvin Kernan, a prominent literary critic, has proclaimed *The Death of Literature* (the title of his recent book). Amid this cacophony of voices engaged in verbal assault and counter-assault, one wonders who really should “own” and define the humanities. It is certainly appropriate that the scholarly debate

continue—although it would be refreshing if the dialogue could avoid bitter invective. At the same time, we need a definition of the humanities which includes not only academic definitions, but humanistic ones, as well.

In 1989, our Executive Director, Naomi Collins, conducted a comprehensive study of the history and implications of various definitions of the humanities. Her essay, “Culture’s New Frontier: Staking a Common Ground,” will soon be published jointly by the American Council of Learned Societies and the Federation of State Humanities Councils. The “new frontier” of which Naomi writes is that of “meeting the challenge of diverse populations at home, newly enfranchised citizenries abroad, and interconnections among them all in an interdependent and migratory world.” The challenge to the humanities in this “great uncharted region,” she notes, will be “to see people as not only the subjects and objects of study,” but as “owners and users of the humanities, partners in the enterprise of inquiry—humanities reconnected to humanity.” Edwin M. Yoder, Jr., in the November 24, 1990 issue of the *Washington Post*, put it this way: “Human beings demand the imaginative re-creation of life for the same reason that our physical vanity and curiosity demand mirrors. Without them we would not know whether, or in what way and degree we are like our fellow creatures.” In short, as Naomi and Mr. Yoder observe, the humanities help us to “connect” to other human beings, past and present, as we face the challenges of our own lives.

Many of the most important issues confronting our communities and our nation—protecting the environment, caring humanely for the elderly and the ill, abolishing illiteracy, understanding and respecting our differences—require that humanities act in concert with scientists, social scientists, and public policy makers. Jamil S. Zainaldin, President of the Federation of State

Humanities Council, has argued that “As we think and talk about urgent national issues, the humanities help us to separate mere opinion from discernment and judgment. . . . They give meaning to seemingly unconnected facts.” (*The Humanities and the Art of Public Discussion*, 1989).

Ultimately, perhaps, the most important contribution of the humanities in our lives is to remind us, in the face of seemingly overwhelming problems, of the power and resilience of the human spirit. I know of no more eloquent spokesperson for and model of the humanities, thus defined, than Dr. Hiltgunt M. Zassenhaus, a highly respected physician and long-time member of the Maryland Humanities Council. Under the very eyes of the Gestapo, Dr. Zassenhaus risked her life again and again to bring aid and medical supplies to hundreds of Scandinavian prisoners in Nazi War camps. At a recent public meeting sponsored by the Maryland Humanities Council, she inspired and empowered us all with these words: “Our hope must rest on those moments . . . when suddenly we grasp what it means to be human. Where governments fail to find an answer, we must look for it within ourselves. We tend to be preoccupied with the notion that we, as individuals, cannot do anything, when in fact the truth is that history is written by us each single day.”

Through its public programs and its publications, the Maryland Humanities Council seeks to provide for the citizens of Maryland opportunities to engage in lively and informed discourse about the role of the humanities in our personal and public lives, “to grasp what it means to be human,” and to act on that knowledge in behalf of the common good. These are lofty—almost Olympian—goals, but they are the *sine qua non* of an enlightened society. We hope that our readers, as “owners” of the humanities, will find this issue of *Maryland Humanities* to be a stimulating contribution to the discourse.

*Catherine R. Gira*

Dr. Catherine R. Gira  
Chairperson and President

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## MARYLAND HUMANITIES

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Cover Photo: *Family group, Newmarket. Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MdHR G 1477-5838.*

## Maryland Humanities Council Elects New Officers

A slate of new officers was elected at the Fall, 1990 meeting of the Maryland Humanities Council. Dr. Catherine R. Gira, a member of the Council since 1985, was re-elected Chairperson and President. A resident of Columbia, Maryland, Dr. Gira is Provost and Professor of English at the University of Baltimore. She served as Acting Dean of the College of Liberal Arts and Director of the graduate program in Publication Design at the University of Baltimore. Dr. Gira is past President of the American Association of University Administrators; she has served as a member of the AAUA Board since 1984. Dr. Gira is the State Coordinator for the Academic Affairs Resource Center, American Association of State Colleges and Universities, a position she has held since 1984. She served as the President of the Maryland Association for Higher Education during 1987-88. Dr. Gira has published numerous articles and delivered scholarly presentations on Shakespeare, Renaissance literature and art, visual arts, higher education leadership, and liberal arts and the professions. At present, Dr. Gira has a book in progress on Shakespeare's *Henry IV*. She holds a B.S. from California State College, an M.Ed. and M.L.A. from The Johns Hopkins University, and a Ph.D. from the American University in Literary Studies.

Other officers chosen at the Council meeting were: Ms. Agnes M. Griffen, First Vice Chairperson, Director of the Department of Public Libraries, Montgomery County; Dr. Freeman A. Hrabowski, III, Second Vice-Chairperson, Executive Vice President and Vice Provost at the University of Maryland, Baltimore County, Catonsville; Ms. Bernice Friedland, Fiscal Agent, an active community member and businesswoman in Cumberland; and the Honorable Gilbert Gude, Legislative Liaison, Executive Director of the Potomac River Basin Consortium and a former member of the U.S. House of Representatives and the Maryland State Senate and House of Delegates.

At the same meeting the following members retired from the Council: Dr. Carl Bode, a gubernatorial appointee, after 9 years of service; Dr. Ralph E. Eshelman, after 6 years; Ms. Saretha G. Greene, after 6 years; Mr. J. Jefferson Miller II, after 3 years; and Dr. Albert R.C. Westwood, after 6 years.

The Maryland Humanities Council is an independent, non-profit, tax-exempt organization dedicated to promoting an understanding and appreciation of the humanities in Maryland. It achieves its goals, in part, by funding public humanities programs, examples of which may be seen in the Continuing and Recently-funded Programs section in each issue of Maryland Humanities. The Council members and their current affiliations are:

**Dr. Elizabeth Baer**  
Provost and Dean of the College  
Washington College  
Chestertown, Maryland

**Dr. George H. Callcott**  
Department of History  
University of Maryland  
College Park, Maryland

**Dr. Cornelius P. Darcy**  
(Gubernatorial Appointee)  
Chairman  
Department of History  
Western Maryland College  
Westminster, Maryland

**Dr. Joseph Durham**  
(Gubernatorial Appointee)  
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**Ms. Bernice A. Friedland**  
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**Ms. J. Elizabeth Garraway**  
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Maryland Independent College and  
University Association  
Annapolis, Maryland

**Dr. Catherine R. Gira**  
(Chairperson and President)  
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Office of Children, Youth and Families  
Baltimore, Maryland

**Ms. Agnes M. Griffen**  
(First Vice Chairperson)  
Director  
Department of Public Libraries  
Montgomery County Library  
Rockville, Maryland

**The Honorable Gilbert Gude**  
(Legislative Liaison)  
Former Member  
U.S. House of Representatives  
Executive Director  
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United States Naval Academy  
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**Dr. Richard Macksey**  
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**Mr. Everett Lee Marshburn**  
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Morgan State University  
Baltimore, Maryland

**Robert L. Weinberg, Esq.**  
Partner  
Weinberg & Green  
Baltimore, Maryland

**H. Margret Zassenhaus, M.D.**  
(Gubernatorial Appointee)  
Baltimore, Maryland

**Mrs. Mary V. Zimmerman**  
Assistant Director Emerita  
The Library  
Frostburg State College  
Frostburg, Maryland

The Council staff is composed of Dr. Naomi F. Collins, Executive Director; Rebecca L. Aaron, Assistant Director for Administration; Judy D. Dobbs, Assistant Director for Programming; Margitta Golladay, Regrant Program and Financial Officer; Donna L. Byers, Programming and Public Affairs Officer; Elizabeth J. Tuico, Administrative Aide; Elinor C. Sklar, External Relations Consultant; and Edward Kappel, Accountant. The services of Coopers and Lybrand are retained for the Council's annual independent audit.

## Dr. Catherine Gira Elected to Federation of State Humanities Councils Board of Directors

Dr. Catherine Gira, MHC Chairperson and President, was elected to the Board of Directors of the Federation of State Humanities Councils at the 1990 annual meeting held in October in Portland, Oregon.

The Federation of State Humanities Councils is a membership association serving the state councils of the National Endowment for the Humanities. The goal of the Federation since its organization in 1977 has been to assist the councils in helping citizens understand and utilize the humanities in their public and private lives. The Federation contributes to the work of the state councils through a program of research, publications, information exchange, conferences, special projects, advocacy and legislative liaison.

In summarizing Dr. Gira's qualifications for membership on the Federation board, the nominating committee described her as: "bring[ing] to the Federation's board an important combination of talents and experience. She is a strong leader and a delight to work with. She has done strategic planning and goal setting, is familiar with large and complex organizations, possesses a wonderful good humor, and has an abiding appreciation of the virtues of collegueship and community."

The MHC council members and staff express their hearty congratulations to Dr. Gira for her appointment and look forward to a strengthened tie to the Federation through Dr. Gira's representation.

## Search for New Members

The Maryland Humanities Council seeks nominations or applications for membership on its board. The Council, an affiliate of the National Endowment for the Humanities, annually awards approximately \$400,000 for public programs in various humanities disciplines and develops and implements special programs in the humanities. The Council is comprised of up to 26 volunteer members, including up to five gubernatorial appointees. Drawn from academy and community, and representing all regions of the state, Council members contribute hundreds of uncompensated hours reading and reviewing applications for funding, attending Council meetings, participating and assisting in Council fundraising efforts, meeting with potential project directors, attending funded projects, and representing the Council at regional and national scholarly conferences.

Applications are invited from residents throughout the state of Maryland who by reason of their achievement, scholarship, and creativity in the humanities, or their knowledge of community and state interests, are particularly qualified to serve.

Particular needs are for members outside Baltimore City and its suburbs, and for those in the corporate community, in cultural institutions, and in the public sector. Interested citizens who would like to be considered for membership in a competitive selection process against possible vacancies that may occur this year, should send their resume, with a cover letter explaining their reasons for wishing to serve on the Council, to Dr. Catherine R. Gira, Chairperson and President, in care of the Maryland Humanities Council (address on back cover).

The deadline for nominations or applications is May 1, 1991.

# Building Community

by John W. Gardner

We know that where community exists it confers upon its members identity, a sense of belonging, and a measure of security. It is in communities that the attributes that distinguish humans as social creatures are nourished. Communities are the ground-level generators and preservers of values and ethical systems. The ideals of justice and compassion are nurtured in communities. The natural setting for religion is the religious community.

The breakdown of communities has had a serious disintegrating effect on the behavior of individuals. We have all observed the consequences in personal and social breakdown. The casualties stream through the juvenile courts and psychiatrists' offices and drug abuse clinics. There has been much talk of the breakup of the nuclear family as a support structure for children. We must remind ourselves that in an earlier era support came not only from the nuclear family but from extended family and community. The child moved in an environment filled with people concerned for his future—not always concerned in a kindly spirit, but concerned. A great many children today live in environments where virtually no one pays attention unless they break the law.

We have seen in recent years a troubling number of very successful, highly rewarded individuals in business and government engage in behavior that brought them crashing down. One explanation is that they betrayed their values for some gratification they couldn't resist (e.g., money, power, sensual pleasure). Another possible explanation is that they had no values to betray, that they were among the many contemporary individuals who had never had roots in a framework of values, or had torn loose from their roots, torn loose from their moorings. Shame, after all, is a social emotion. Individuals who experience it feel that they have transgressed some group standard of propriety or right conduct. But if they have no sense of membership in any group, the basis for feeling ashamed is undermined. And there is an African proverb, "Where there is no shame, there is no honor."

In World War II studies of soldiers in combat, the most common explanation given for acts of extraordinary courage was "I didn't want to let my buddies down." Reflect on the number of individuals in this transient, pluralistic society who have no allegiance to any group, the members of which they would not want to let down.

We know a great deal about the circumstances of contemporary life that erode our sense of community. And we are beginning to understand how our passion for individualism led us away from community. But so far there has been very little considered advice to help us on the road back to community. Many of us are persuaded of the need to travel that road and have no doubt that it exists; but finding it will require that we be clear as to what we're seeking. We can never bring the traditional community back, and if we could it would prove to be hopelessly anachronistic.

## The Characteristics of Community

The traditional community was homogeneous. We live with heterogeneity and must design communities to handle it.

The traditional community experienced relatively little change from one decade to the next and resented the little that it did experience. We must design communities that can survive change and, when necessary, seek change.

The traditional community commonly demanded a high degree of conformity. Because of the nature of the world we live in, our communities must be pluralistic and adaptive, fostering individual freedom and responsibility within a framework of group obligation.

The traditional community was often unwelcoming to strangers and all too ready to reduce its communication with the external world. Hard realities require that present-day communities be in continuous and effective touch with the outside world, and our system of values requires that they be inclusive.

The traditional community could boast generations of history and continuity. Only a few communities today can hope to enjoy any such heritage. They must continuously

rebuild their shared culture, must consciously foster the norms and values that will ensure their continued integrity.

In short, much as we cherish the thought of the traditional community, we shall have to build anew, seeking to reincarnate some of the cherished values of the old communities in forms appropriate to contemporary social organization.

Most Americans who endorse the idea of community today have in mind communities that strive to exemplify the best of contemporary values, communities that are inclusive, that balance individual freedom and group obligation, that foster the release of human possibilities, that invite participation and the sharing of leadership tasks.

A glance at the contemporary scene reveals diverse kinds of community. Most familiar to us are territorially bounded communities such as towns, suburbs, neighborhoods, and so on, but we must look also at other kinds of community.

Some congregations create what I regard as genuine communities though their members may be scattered over a large metropolitan area. The workplace may constitute a community even though it draws its members from a wide area. Some of the smaller professional and academic fields and some religious orders are communities even though they may be very widely dispersed geographically. Some public schools are communities in the best sense of the word while others are simply geographical locations where young people spend a certain number of allotted hours performing required activities. The same appears to be true of congregations. Some are authentic communities, other are simply locations where unconnected people come together on Sunday. The same contrasts may be found in the workplace.



### Wholeness and Belonging

In seeking to explain such differences one is driven to think analytically about the ingredients or characteristics of community. I shall list eight ingredients. The reader is invited to add to the list or define the ingredients in other ways. The important thing at this stage is to get past the generalized idea of community to an understanding of what conditions or circumstances make it real. In order to focus my study I chose four areas for special attention—the city, the workplace, the school, and the church. I shall draw examples from all four, trying not to confuse the reader in the process.

*Wholeness incorporating diversity.* A community is obviously less of a community if fragmentation or divisiveness exists—and if the rifts are deep it is no community at all. Schools in which faculty and students carry on a kind of trench warfare, congregations divided into cliques, cities in which people of diverse ethnic origins form mutually hostile groups—these are obviously not healthy communities.

We expect and want diversity, and there will be dissension in the best of communities. But in vital communities, cooperation, compromise, and consensus-building will be widely shared pursuits. In the best circumstances such communities will have instruments and processes for conflict resolution. Some cities have created special boards to deal with disputes between groups of citizens. Others have interracial councils and provisions for citizens from one segment of the community to know and work with citizens from other segments. Healthy communities respect diversity but seek common ground and a larger unity.

I have long advocated that in cities, leaders from all segments of the community come together in *networks of responsibility* to set goals and to tackle the city's most pressing problems. The community has a better chance of achieving wholeness if local government collaborates closely and continuously with private sector institutions, profit and nonprofit.



The skills necessary to the resolution of group conflict should be taught in both high school and college. All men and women in positions of leadership, government, or private sector, should be schooled in dispute resolution and all of the antipolarization arts.

*A shared culture.* The possibility of wholeness is considerably enhanced if the community has a shared culture; i.e., shared norms and values. If the community is lucky (and fewer and fewer are), it will have a shared history and tradition. It will have symbols of group identity, its "story," its legends, and heroes. Social cohesion will be advanced if the group's norms and values are explicit. Values that are never expressed are apt to be taken for granted and not adequately conveyed to young people and newcomers. The well-functioning community provides many opportunities to express values in relevant action. If it believes, for example, that the individual should in some measure serve the community, it will provide many opportunities for young people to engage in such service.

*Children sledding on Washington Street, Cumberland. Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MdHR G 1477-5510.*

To maintain the sense of belonging and the dedication and commitment so essential to community life, members need inspiring reminders of shared goals and values. A healthy community affirms itself and builds morale and motivation through ceremonies and celebrations that honor the symbols of shared identity and enable members to rededicate themselves. This doesn't mean that they suppress internal criticism or deny their flaws.

One or another form of education about the community, its history, and its purpose is necessary to introduce young people to the shared past and present.



## "We" and "They"

*Good internal communications.* Members of a well-functioning community communicate freely with one another. One of the advantages of the small group is that frequent face-to-face communication is possible. In large systems (cities, corporations) much conscious effort is needed to keep the channels of communication open among all elements of the system, and to combat the "we-they" barriers that impede the flow.

There must be occasions when members gather; there must be meeting spaces. In cities or neighborhoods there must be organizations willing to serve as meeting grounds.

Whatever the type of community, people have to believe that they can have their say. Between manager and worker, governing body and citizens, teacher and students, pastor and parishioners, there must be honest and open two-way communication. Each must understand what the other needs and wants.

In cities, much of the communication will be through the media. Civic leaders and institutions must urge the media toward responsible coverage, but it is a mistake to depend entirely on such urging. Leaders should create an information-sharing network among a wide variety of institutions and organizations. Maximum use should be made of institutions that can serve as neutral conveners—e.g., community foundations, community colleges, universities, churches. A community is strengthened if there are occasions (celebrations, retreats, outings, etc.) on which extensive informal interaction is possible.

*Caring, trust, and teamwork.* A good community nurtures its members and fosters an atmosphere of trust. They both protect and give a measure of autonomy to the individual. There is a spirit of mutuality and cooperation. Everyone is included.

Such attitudes make it possible to work together on necessary common tasks. Undergirding the teamwork is a widely shared commitment to the common good, an awareness by all that they need one another and must pool their talent, energy, and resources. There is a feeling that when the team wins everybody wins. Tasks that require the sharing of skills and resources foster the habit of collaboration, mutual support, and a willingness to put the good of the team first.

A healthy community deals forthrightly with dissension and "we-they" polarities, accepting diversity and dissent but using all the various mediating, coalition-building, and conflict resolution procedures to find common ground.

It is necessary to add that a community can be too tightly knit, suppressing dissent and constraining the creativity of its members.

## Leadership and Participation

### *Group maintenance and government.*

A functioning community has institutional provisions for group maintenance or governing. In a corporation it is the board of directors, management, and the chain of command. In a college it is the trustees, administration, faculty council, and student government. In a town or city it is not only the formal governing mechanisms but the nongovernmental leadership exercised through various nonprofit institutions.

One task is the maintenance of some reasonable measure of order and adherence to respected customs and norms. Violence, vandalism, crime, and drugs can destroy every vestige of community—as some urban public schools have discovered to their sorrow. Healthy communities ensure a safe environment for their members.

No less important is the reasonably efficient performance of community services. Community leaders may have the highest of civic ideals, but they also have to ensure that the garbage is collected, the streets maintained, the children educated, and so on. Collaboration between public and private sectors is essential to the performance of some of these tasks.

In a swiftly changing environment, communities and organization must look ahead. The best of them engage in one or another form of strategic planning and priority setting, not through occasional one-shot "futures" reports but on a regular and continuing basis. In cities, governments and the private sector must collaborate on such forward planning.

*Participation and the sharing of leadership tasks.* The culture of the healthy community encourages individual involvement in the pursuit of shared purposes. Cities can get significant participation from nongovernmental leaders through hearings, advisory boards, and citizen commissions. Strong neighborhood groups are important; and a wide range of nonprofit civic groups and institutions can play a role.

It is not uncommon in our towns and cities today that the groups most involved in the affairs of the community all come from one or two segments of the community. All segments must participate. In a city or an organization, the possibility of effective participation is increased if everyone is kept informed, and if individuals feel that they have a say. That means the system cannot be autocratically run or excessively centralized. Leaders must devolve initiative and responsibility widely throughout the system. We must never forget that our conception of community involves the participation of mature and responsible individuals. We don't want "community" bought at the price of the individual's mindless submission to the group. The good community will find a productive balance between individuality and group obligation.

Everyone need not participate actively with respect to any given community. We must guard the *right* to participate while recognizing that some will choose not to do so. Individuals expending enormous energies holding their families together may be thankfully passive members of their church congregation. The individual who is an activist in the workplace community may be a passive member of the neighborhood association.

## Links to the Future

*Development of young people.* In a community of the sort we would applaud, the opportunities for individual growth will be numerous and varied for all members. And mature members will ensure that young people grow up with a sense of obligation to the community. Beginning in elementary and high school, boys and girls will learn to take responsibility for the well-being of any group they are in—a seemingly small step but without doubt the first step toward responsible community participation, and for that matter the first step in leadership development. On the playing field, and in group activities in and out of school and college, they will learn teamwork. Through volunteer and intern experiences outside of school they will learn how the adult world works and will have the experience of serving their society. And they will learn that responsible dissent and creative alternative solutions may also serve the community. Every organization serving the community should find ways of involving young people.

*Links with the outside world.* The sound community has seemingly contradictory responsibilities: it must defend itself from the forces in the outside environment that undermine

its integrity, yet it must maintain open, constructive, and extensive relations with the world beyond its boundaries. The school, for example, must be in some respects a haven for its students, capable of shutting out some of the most destructive aspects of city life, but it can maintain itself as a strong institution only through extensive community relations.

#### Fragmentation and Common Ground

In listing these eight attributes of an ideal community, my interest is not in depicting Utopia. My interest is to get us away from vague generalizations about "community" and to identify some ingredients that we can work on constructively.

I've mentioned cities, neighborhoods, schools, churches, and the workplace. Many universities are to a deplorable degree "non-communities." Government agencies and a

great variety of nonprofit institutions—museums, charities, cause organizations—have the same problem. The generalizations I have offered apply most easily and readily to social entities of moderate size. Obviously it is difficult to think in the same terms about a huge city, or a nation, or the world. Yet in those far-larger settings the need is even more desperate.

The problem of the typical American city today is fragmentation. The list of the substantive *problems* of the city does not define the city's problem. The city's problem is that it can't pull itself together to deal with any item on the list. It is not a coherent entity. It is broken into segments that have sharply differing purposes, segments that have shown little talent for understanding one another. Or willingness to try.

Any effort by the city to accomplish some larger purpose gets mired in the tensions, cross-purposes, and ultimate stalemate among the segments. The city cannot think like a community nor can it act like one.

The soundest solution to the problem is for leaders from all segments, government and private sector, profit and nonprofit, to come together in what I call a *network of responsibility* to think about, talk about, and act in behalf of their city. It happened in Pittsburgh in the 1950s and modern Pittsburgh was born. It happened in New York City in the mid-1970s and the worst fiscal crisis in New York history was solved.

When it happens, there does indeed emerge a constituency for the whole. People come to realize that if the city goes downhill all segments suffer. Obviously all disagreements do not get settled, but the search for common ground achieves some success, and the very fact of searching creates a better climate.

Every institution in the city should have concern for the whole city, and not just concern for its segment of the city or, more commonly, concern solely for itself. Often even the most high-minded organizations have little regard for the community around them. I described the situation facetiously at a national meeting of voluntary organizations recently by saying: "A voluntary group may be profoundly and high-mindedly committed to care of the terminally ill and never notice that the community of which it is a part is itself terminally ill." We must seek to restore a sense of community in our cities; but it may be that the most fruitful approach will be from the ground up, through the more familiar settings I discussed earlier—the school, the church, the workplace, and so on.

How can people work to make their metropolis a community when most of them have never experienced a sense of community in any familiar setting? Men and women who have come to understand, in their own intimate settings, the principles of "wholeness incorporating diversity," the arts of diminishing polarization, the meaning of team work and participation will be far better allies in the effort to build elements of community into the metropolis, the nation, and the world.

*John W. Gardner is Miriam and Peter Haas Centennial Professor at Stanford Business School. He was Secretary of Health, Education and Welfare from 1965 to 1968 and is the author of the recently published book, On Leadership.*

This article is reprinted from the Fall 1989 issue of *The Kettering Review*.



Members of the Maryland Normal School Band.  
Photo courtesy of the Maryland State Archives,  
Robert G. Merrick Archive, MdHR G 14-77-6125.



# Challenges and Choices for the 21st Century: Ethical Dilemmas, Informed Decisions

*A Public Conference presented  
by the Maryland Humanities  
Council*

Just 50 years ago, an attack on Pearl Harbor brought the U.S. into World War II. Today we face the approach of the 21st century and ask, where will we be 50 years from now? What kind of communities do we want to live in? How do we educate our children today for citizenship tomorrow? And what role can the humanities play?

Can world problems be solved by the humanities? The Maryland Humanities Council believes that the humanities, by exploring and interpreting a broad range of human experience past and present, play a significant role in schools and in communities by providing context and methods to empower us to make informed decisions and thoughtful choices. The humanities provide ways to clarify our values, examine our choices, and increase our civic and community awareness as we confront complex issues whose outcomes will shape our lives, our future, and the world of our children.

To demonstrate the ways in which the humanities can help us face the "Challenges and Choices for the 21st Century," the Maryland Humanities Council will present a statewide conference on Saturday, December 7, 1991 at the Baltimore Convention Center. The program will feature a morning discourse that will provide the intellectual framework for a "hands on" humanities experience in the afternoon through a series of model program demonstrations. A fee of \$25.00 covers registration for the conference, lunch, refreshments, and a packet of resource materials. Because registration is limited and accepted on a first-come, first-served basis, early registration is recommended.

## Challenges and Choices for the 21st Century Registration Form

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Affiliation and Address

\_\_\_\_\_  
Telephone Number (Day)

\_\_\_\_\_  
(Eve)

Please indicate 1st, 2nd and 3rd choices for afternoon model program sessions:

\_\_\_\_\_ Session 1 **"Morality and the Muse: Ethics and Literature"**

\_\_\_\_\_ Session 2 **"Educating for Democracy in the Modern World"**

\_\_\_\_\_ Session 3 **"Ways of our Lives: Media and Mores"**

\_\_\_\_\_ Session 4 **"Why Save the Bay: Reflecting on Values and Choices"**

\_\_\_\_\_ Session 5 **"Bill of Rights: Blessings and Burdens"**

Make checks for \$25.00 payable to Maryland Humanities Council and mail with registration form to: Challenges and Choices for the 21st Century, Maryland Humanities Council, 516 N. Charles Street, Suite 102, Baltimore, Maryland, 21201. For further information, call MHC office (301) 625-4830.



## CONFERENCE AGENDA

Saturday December 7, 1991  
Baltimore Convention Center

8:00 a.m.

*Registration—Coffee and Danish*

9:00 a.m.

*Welcome and Introductions*

Dr. Catherine R. Gira  
Provost, University of Baltimore  
Chairperson and President, Maryland  
Humanities Council

The Honorable William Donald Schaefer  
(Invited)  
Governor, State of Maryland

Dr. Naomi F. Collins  
Executive Director, Maryland Humanities  
Council

9:15 a.m.

*Keynote Address*

### **"Ethical Dilemmas for the 21st Century"**

Dr. Michael K. Hooker  
President, University of Maryland Baltimore  
County

10:00 a.m.

*Break*

10:15 a.m.

*Panel Response*

Moderator:  
Dr. Freeman A. Hrabowski, III  
Executive Vice President and Vice Provost  
University of Maryland Baltimore County  
2nd Vice Chairperson  
Maryland Humanities Council

### **"Past is Prologue"**

How the Past Informs the Future  
Dr. Ronald G. Walters  
Professor of History, The Johns Hopkins  
University

### **"What is the Moral Good?"**

A Look at Ethics  
Dr. Stephen J. Vicchio  
Chairman, Department of Philosophy and  
Religion  
The College of Notre Dame of Maryland

### **"Exploring Values Through Literature"**

"The Value of and in Literature"  
Dr. Eva T. H. Brann  
Dean, St. John's College, Annapolis

11:30 a.m.

*Open Forum*

Audience response: questions, discussion.

12:00 p.m.

*Lunch*

*Remarks*

### **"Technological Challenges, Human Choices"**

Who Speaks for Technology and Values?  
Dr. Albert R. C. Westwood  
Vice President, Research and Technology  
Martin Marietta Corporation  
Past Chairperson, Maryland Humanities  
Council

1:30 p.m.

*Concurrent Sessions*

### **Today's Choices, Tomorrow's Citizens**

Model Programs: Topics, Texts, and Tools

Taking Programs to your Schools and Communities: Prepare for discussion and participation through readings sent prior to these sessions. Explore humanities topics with scholars and community leaders in our model programs. Return home with programs, ideas, and resource materials for your schools and communities.

Session 1

### **"Morality and the Muse: Ethics and Literature"**

A Reading/Discussion Program  
Ms. Patricia L. Bates  
Adult Program Coordinator, Howard County  
Library

Dr. Stephen J. Vicchio  
Chairman, Department of Philosophy and  
Religion  
The College of Notre Dame of Maryland

Session 2

### **"Educating for Democracy in the Modern World"**

Teachers Seminars in Civics  
Dr. Sean Francis O'Connor  
Chairman, Department of Education,  
Washington College

Session 3

### **"Ways of our Lives: Media and Mores"**

Critical Viewing and Discussion of Film and  
Television  
Dr. Thomas Cripps  
Professor of History, Morgan State University

Session 4

### **"Why Save the Bay: Reflecting on Values and Choices"**

A Public Forum on the Environment  
Dr. Mark Sagoff  
Director, Center for Philosophy and Public  
Policy  
University of Maryland College Park

Session 5

### **"Bill of Rights: Blessings and Burdens"**

An Exhibit and Speaker Series  
Dr. Gregory A. Stiverson  
Assistant State Archivist, Maryland State  
Archives

3:45 p.m.

*Closing Comments*

### **"Vision, Values, and Voices"**

The 21st Century Challenge  
Dr. Elizabeth Baer  
Provost and Dean of the College, Wash-  
ington College  
Chair, Planning Committee, Maryland  
Humanities Council

At the close of the conference, we hope you will join members and staff of the Maryland Humanities Council for a reception, informal discussion, and exchange of ideas among program participants.

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*Funding for Challenges and Choices for the 21st Century is provided by the National Endowment for the Humanities.*

## Recently-funded and Continuing Programs

Those projects marked with a ■ are scheduled to take place between January 1, 1991 and April 30, 1991. For further information on these programs, please call the telephone number listed with each entry.

Recently-funded Programs  
(Funded between July 1, 1990 and October 31, 1990)

### MINIGRANTS

**#678-L "A Cooperative Intergenerational Writing Adventure Between Student Volunteers and the Elderly"**  
Sherwood High School  
Award: \$1,175 outright funds

Maryland's Assistant State Archivist spoke on the state's history and culture to a combined group of high school students and senior citizens. Oral history interviews and essays by both students and seniors examined Maryland's unique role in the lives of the two groups. The writings will be published, and it is hoped that the intergenerational experience will serve as a model for other parts of the state.

■ **#679-K "Infusing African-American Ethnic Studies into K-12 Social Studies Instruction"**  
Howard County Public School System  
(301) 313-6639  
Award: \$1,000 outright funds

Scholars in African-American studies will lead four one-day workshops for elementary and secondary social studies teachers. Sessions will explore the contributions and roles of African-Americans, familiarize teachers with recent research in African-American studies, and help teachers implement a revised social studies curriculum. Program dates: December 1990 and April 1991.

**#682-L "Cover to Cover: A Reading Discussion Program"**  
Howard County Library  
Award: \$1,200 outright funds

Two reading/discussion series were held at the Howard County Miller Branch Library and at the Florence Bain Senior Center. Four sessions in each series examined a work of literature through a presentation by a scholar followed by group discussion. The two themes addressed were "Marriage and the Family" and "Circle of Life."

**#683-L "A State Divided: Maryland in the Civil War"**  
Maryland Public Television  
Award: \$1,200 outright funds

A 90-minute video documentary examined Maryland's role in the Civil War, including topics such as the creation of the Black regiments, the Battle of Antietam, the Underground Railroad, John Brown's raid, women at war and at home, and music inspired by the war. The program followed the national broadcast of the 11-hour documentary *The Civil War* and was made available to schools and libraries throughout the state.

**#684-L "The Arts in Colonial Annapolis"**  
Historic Annapolis Foundation  
Award: \$450 outright funds

Three lectures focused on the arts of Colonial Annapolis, Maryland's capital city. The lectures examined music making, the development and cultural significance of the theatre, and the works of some of Maryland's early architects.

**#687-L "Winds of Change: Revolution in the USSR and Eastern Europe"**  
Howard County Library  
Award: \$750 outright funds

Three lecture/discussion programs at the Howard County Central Library featured presentations by scholars in Soviet Studies analyzing recent historic events related to revolutionary changes in the USSR and Eastern Europe.

**#688-L "Bringing the Past to Life: What and How County Historical Museums Do It"**  
National Capital Historical Museum of Transportation  
Award: \$500 outright funds

A cooperative effort of ten county history museums and historical societies presented a series of lecture/discussions on museums and

the subjects they teach. Two sessions focused on Maryland history and on Montgomery County heritage—the land, the people, historic structures, and the Civil War.

**#689-K "Hispanic Literature at Public Libraries"**  
REFORMA, Washington Metropolitan Chapter  
Award: \$1,200 outright funds

In celebration of Hispanic Heritage Month, seven reading discussions took place at libraries in Montgomery and Prince George's Counties. Discussions focused on issues in Latin American history, bilingualism, the use of linguistic games in poetry, and the study of universal themes of philosophy in *El Quijote de la Mancha*.

■ **#690-L "The Oral Tradition"**  
Stone Ridge Country Day School of the Sacred Heart  
(301) 657-4322  
Award: \$455 outright funds

Sixty ninth grade students at Stone Ridge Country Day School will explore the history and importance of oral tradition and will prepare individual stories for publication in an anthology. The project also includes a presentation by a folklorist and a guided tour of the National Museum of African Art. Program dates: September 1990–May 1991



Three couples in formal portrait, Westminster Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MdHR G 1477-6342.



**#691-L "Stories for Environmental and Global Awareness"**

American Association of University Women of Garrett County  
Award: \$1,200 outright funds

A one-day conference featured storytelling as a way of focusing on environmental and global concerns. Follow-up discussions led by a philosopher examined value-related issues raised by the stories and performances.

- **#693-K "Demystifying the Theories of Evolution and Relativity: A Humanistic Approach"** University of Maryland College Park, Committee on the History and Philosophy of Science (301) 405-5691 Award: \$1,200 outright funds

Two scholars will use the philosophy and history of science to examine the theories of relativity and evolution. Dr. John Norton, University of Pittsburgh, will discuss the origins and meaning of relativity, and Dr. Robert Brandon, Duke University, will address concepts of selection and adaptation of organism to the environment, illustrating the inseparability of ecology and evolutionary theory. Forums will be presented to high school students and in the evenings to the general public. Program dates: April 10–11, 1991

- **#694-L "Sherman-Fisher-Shellman House Re-Interpretation Project"** Historical Society of Carroll County, Inc. (301) 848-6494  
Award: \$1,200 outright funds

A twelve-page illustrated guide and an exhibition interpret the early nineteenth century Jacob Sherman household, and a furnished room reflects the late nineteenth century Katherine Shellman household. The guide and exhibitions are part of the re-opening of the restored Sherman-Fisher-Shellman House. Opening: January 19, 1991

**#695-L "Hospice and Spirituality"**  
Salisbury State University, Philosophy Department

Award: \$1,200 outright funds

A one-day workshop brought together scholars and medical caregivers for philosophical and theological discussions about the relationship of spirituality to suffering and care for the dying.

**#696-L "Vietnam: A Reassessment"**  
Frostburg State University, United Campus Ministry/Public Affairs Institute

Award: \$1,200 outright funds

Following an address by Neil Sheehan, a well-known writer on the Vietnam War, a panel of humanities scholars discussed the role of the media in the Vietnam War, philosophical issues raised by the war, and lessons from Vietnam that relate to the current Mideast crisis.

**#699-L "Hungarian Photography in Historic Context"**

Salisbury State University Gallery  
Award: \$582 outright funds

In conjunction with an exhibition of Hungarian photography, a lecture by art historian Michael Simon addressed the relationship of photography to historical and cultural influences, especially the intellectual climate which made recent Eastern European revolutions possible. Simon discussed photography as Hungary's first "indigenous visual tradition" other than folk art, and examined the influences of both Western art and the Soviet Union.

REGRANTS

■ **#066-L "Katherine Anne Porter at One Hundred"**

University of Maryland at College Park Libraries  
(301) 403-4147  
Award: \$2,750 outright funds

In commemoration of the one hundredth anniversary of the birth of American author Katherine Anne Porter, a traveling exhibit will be shown at eight public libraries throughout Maryland, with accompanying lecture/discussions at four of the sites. The program will examine topics such as Porter's Southern roots; her attitudes regarding feminism, race relations, and social justice; and her relationships with other writers of the period. The traveling exhibit is a prelude to a larger



exhibit and major conference supported by the National Endowment for the Humanities. Program dates: February–May 1991

■ **#067-L "Columbus—His World and Ours"**

Salisbury State University  
(301) 543-6254  
Award: \$7,379 outright funds

A one-day workshop for public school teachers will examine Christopher Columbus and his times and will feature discussions on "Women in the Time of Columbus," "The European View of the World in 1492," and "The Consequence of Exploration on the Movement of Plant and Animal Life." The workshop will include a living history presentation of Columbus, which will be videotaped for distribution to schools. Teachers will also receive extensive materials for use in the classroom. Program date: January 25, 1991

*Piscataway Indian family, 1908. Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MdHR G 1477-6204*

**#068-L/M "Delightful Diversions: A History of Dance and Music in Early Maryland"**

Goucher College, Dance Department  
(301) 337-6391  
Award: \$7,543 outright funds, \$1,200 matching funds

Lecture/performances at four historic sites in Maryland will interpret the social, cultural, and economic significance of music and dance in the 17th through early 20th centuries. Dancers and musicians in period dress and using instruments authentic to each period will join scholars to discuss their performance as a reflection of class structure, evolving gender roles, generational differences, and revolution. Program dates: May 1991, Carroll Mansion/1840 House, Baltimore; September 1991, Hampton Mansion, Towson; October 1991, State House, St. Mary's City, and Brice House, Annapolis.





*Native Americans of the Blackfoot Nation from Glacier National Park arrive in Annapolis in September 1927 to participate in the Fair of the Iron Horse in Halethorpe (Baltimore County). Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MdHR G 1477-5410.*

- #069-L/M "Edgar Allan Poe: Architect of Dreams"  
Viewfinder Films  
(415) 457-0626  
Award: \$3,000 outright funds,  
\$3,000 matching funds

A thirty-minute documentary will examine the life of Edgar Allan Poe and the way in which his dreams shaped his poems and stories. A Baltimore premiere in the spring of 1991 will feature a showing of the video and comments and discussion led by a scholar. Two study guides will also be produced, for video presenters and for students. Screening and lecture at Enoch Pratt Free Library, Baltimore: April 13, 1991

- #070-L/M "Between Two Worlds: Native American Cultures"  
Hood College  
(301) 663-3131  
Award: \$7,500 outright funds, \$600 matching funds

An exhibition of the work of three Native American artists will be supplemented by an interpretive catalog and three panel discussions. Scholars will examine traditional and contemporary Native American art and culture; religion, ritual, and symbolism reflected in Native American art; and Native American literature. Program dates: Spring 1991

- #072-L/M "Glen Echo Park Centennial Exhibit: National Chautauqua Through Amusement Park"  
Glen Echo Foundation  
(301) 320-2330  
Award: \$5,000 outright funds,  
\$600 matching funds

An interpretive exhibit celebrates the centennial of Glen Echo Park, known for its late nineteenth century Chautauqua and later for its early electric amusement park. Photographs and artifacts illustrate American popular culture and unique architecture. The exhibit will be on display at Glen Echo's Spanish Ballroom, at the Montgomery County Historical Society, and at several county libraries. Program dates: June 15-July 4, 1991

- #074-L/M "Changing Shores: Exploring Rural Community Changes on Maryland's Eastern Shore"  
The Walkabout Foundation, Inc.  
Award: \$3,649 outright funds

Council funds will support the pre-production phase of a one-hour documentary on community change in Rock Hall, a small Eastern Shore town which is being dramatically

affected by major coastal development. A panel of scholars in philosophy, American Studies, and economics will frame the issues and raise questions for discussion, such as the impact of leisure time and wealth on rural communities, the preservation of local heritage in the face of rapid change, the effect of growth on the environment, and community values and choices.

- #075-L/M "Connections for the Nineties"  
Charles County Community College  
(301) 863-6681  
Award: \$3,921 outright funds, \$750 matching funds

The last two of four lecture/discussion programs will feature nationally known novelists Joyce Kornblatt and Robert Stone. Discussions led by local scholars will address themes raised in the writers' works such as race relations, sexual roles, the social consequences of war, and the human impact of a changing world. Audiences will be provided with background notes on the issues raised, as well as biographies. Program dates: February 22 (Kornblatt) and April 5, 1991 (Stone)

- #076-L "The First Liberty: Does Religion Have a Place in the Public School Curriculum?"  
Salisbury State University  
(301) 543-6038  
Award: \$3,280 outright funds

Public lectures and a teachers workshop will engage citizens of Wicomico County in an examination of the first amendment and the role of religion in the public schools. Scholars in philosophy and religion will discuss topics such as "Religious Liberty in a Pluralistic Society," "Democratic First Principles," and "Teaching About Religion in Public Schools." Program dates: January 31 and February 1, 1991

# Maryland Humanities Council

## Special Initiative

## Call for Proposals

### CHALLENGES AND CHOICES FOR THE 21st CENTURY

The approach of the 21st century is accompanied by increasingly complex questions raised by the impact of technology and by major changes in traditional structures of the family, community, and society. This turning point provides us with an ideal opportunity to become actively involved in shaping our future, enhancing our quality of life, and building a better society. Whether we want to or not, we determine the future by decisions we make—and don't make; and by choices we exercise—and don't exercise every day.

The Maryland Humanities Council believes that the humanities, by exploring and interpreting a broad range of human experience past and present, play a significant role in schools and in the community by providing context and methods to empower us to make informed decisions and thoughtful choices. The humanities cannot solve the world's problems. But they can help to provide ways to clarify our values, examine our choices, deal with information overload, increase our civic and community awareness, and curb our destructive tendencies. Our children will be the adults of the 21st century, faced with issues and questions we cannot predict, but which they will have to solve—and for which education must prepare them.

The Council invites proposals that explore key issues surrounding the choices that have to be made as we prepare for the 21st century. Applications are encouraged which engage humanities scholars in a dialogue with those who educate the next generation and with the community at large.

#### I. Programs for Teachers

Programming for teachers might, for example, take the form of reading discussion sessions, institutes, workshops, seminars, and roundtables. Sample areas that might be addressed include but are not limited to: using literary texts to explore questions of values (e.g., justice, equity, conscience, dilemmas concerning competing values); the relationship between education and responsibilities of citizenship in American democratic society; the individual in a multicultural society; human impact of technology; educating for the 21st century: 1) building civic and individual responsibility, 2) educating in ethics/transmitting values, 3) conveying our culture—what's worth knowing; dealing with information overload.

Topics and formats are not limited to the samples above. The Council encourages traditional and innovative approaches which use humanities disciplines to explore questions of values underlying our choices and challenges in education and in civic and community life.

Humanities disciplines which appear particularly appropriate for these themes include, but are not limited to: philosophy and ethics, language and literature, political theory, jurisprudence, comparative religion, anthropology, and history.

The format should encourage dialogue between the audience (teachers or the public) and scholars in the humanities and may use critical reading and interpretation; the interpretation of texts; readings in literature, philosophy, civics, and community values; and other appropriate substantive humanities approaches. The Council seeks to reach all geographic regions and all segments of the state's population, including parents, civic and community associations, libraries, educational agencies or organizations, interfaith groups, PTA's, school boards, teachers of teachers, journalists, clergy, museums and historical societies, institutions of higher learning, state and local government, public officials, and other nonprofit organizations.

Council deadlines for grant proposals are as follows:

First Draft	Final Draft	Decision
February 13, 1991	March 22, 1991	June 8, 1991
June 14, 1991	July 19, 1991	September 21, 1991
October 18, 1991	November 22, 1991	January 18, 1992

For further information about the Council's initiative and how to apply for programming funds, contact Judy Dobbs, Assistant Director for Programming, Maryland Humanities Council, 516 North Charles Street, Baltimore, Maryland 21201 or call (301) 625-4830.

This call for proposals does not preclude submission of proposals on other topics and themes in the humanities.

As defined by the legislation which created the National Endowment for the Humanities and the state councils, the humanities include, but are not limited to: history, philosophy, language, literature, linguistics, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches.

**Please Post**



## Contributors in FY 1990

### Benefactors \$2,500 & over

Governor's Commission For Maryland 1992  
Macht Philanthropic Fund  
The Rouse Company Foundation, Inc.

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*National Marble Championship in Cumberland, c. 1930. Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MdHR G 1477-5553.*

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### *Contributions to Council-sponsored Programs between November 1, 1989 and October 31, 1990 totaled \$134,943*

Annapolis Fine Arts Foundation  
Anne Arundel County  
Anonymous (3)  
Arts Council of Montgomery County  
The Baltimore Foundation for Architecture  
Baltimore Urban League  
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Wofford K. Smith Religious Life Fund



## Application Deadlines

Drafts of grant applications must be submitted to the Maryland Humanities Council by the following deadlines in order to receive consideration. (Four copies of the first draft and 33 copies of the final draft are necessary in order to distribute them for review by Council members and staff.) Applicants will be notified in writing of Council decision within two weeks after the decision date. To request a grant application, please call or write the Council (address and phone number on back cover). Please remember that application to the Council does not preclude application to the Maryland State Arts Council, (301) 333-8232, the National Endowment for the Arts, (202) 682-5400, or the National Endowment for the Humanities, (202) 786-0438.

There is no deadline for proposals requesting less than \$1,201. (Seven copies of such applications should be submitted for review by the Executive Committee.) In planning such grants, applicants should submit proposals at least six weeks before the beginning date of the project. Applicants should also allow sufficient lead time for crediting of Council support in printed materials and project related documents.

Deadlines for submission of proposals requesting over \$1,200 are:

First Draft	Final Draft	Decision
February 13, 1991	March 22, 1991	June 8, 1991
June 14, 1991	July 19, 1991	September 21, 1991
October 18, 1991	November 22, 1991	January 18, 1992

## Thanks!

The work of the Maryland Humanities Council would not be possible without the continuing and dedicated efforts of the members of the Council, a Board comprised of distinguished and dedicated citizens; the project directors who conceive, develop, and carry out public programs; the enthusiastic audiences who attend these programs; you, the readers of Maryland Humanities; and the contributors who believe in the Council's work and support it with their time and financial donations.

### DONATION FORM

\_\_\_\_\_ I wish to make a contribution toward this publication and the work of the Maryland Humanities Council.

\_\_\_\_\_ \$25    \_\_\_\_\_ \$50    \_\_\_\_\_ \$100    \_\_\_\_\_ Other

\_\_\_\_\_  
Name

\_\_\_\_\_  
Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip Code

Return form to: Maryland Humanities Council, 516 N. Charles Street, Suite 102,  
Baltimore, Maryland 21201

## A Challenge to the People of Maryland: Increase the Value of Funds You Have Raised

The Maryland Humanities Council has U.S. Treasury Funds available to match funds you have raised from corporations, foundations, businesses, individuals, or state and local governments, in support of public programs in the humanities. These funds, available to the Council through a special Gifts and Matching program of the National Endowment for the Humanities, are awarded on a competitive basis to Maryland's non-profit organizations or agencies of state and local government. For further information about this program, please contact Judy Dobbs at (301) 625-4830.

Your tax-deductible contribution helps to ensure that public programs in the humanities continue throughout the state of Maryland. Furthermore, every dollar you contribute is worth two, as each can be matched by U. S. Treasury Funds through a federal gift and match program.

## Notices

### The Columbian Quincentenary

The 500th anniversary of Christopher Columbus's first voyage of discovery to the New World will be observed internationally in 1992. Both the National Endowment for the Humanities and the Maryland Humanities Council are accepting proposals for programs centered around the Quincentenary which encourage scholarly and public consideration of topics that are central to the understanding of world history during the past five centuries. Such topics include the expansion of European civilization through the efforts of the Spanish and Portuguese crowns; the new societies and new forms of cultural expression that emerged from the encounters of native American, European, and African peoples; and the ideas—political, religious, philosophical, scientific, technological, and aesthetic—that shaped the processes of exploration, settlement and cultural conflict and transformation set into motion by Columbus's "event of epic chance."

Organizations interested in more information or in producing programs for the Columbian Quincentenary should call or write:

Public Humanities Projects  
Columbian Quincentenary  
Division of General Programs, Room 426  
National Endowment for the Humanities  
1100 Pennsylvania Avenue, NW  
Washington, D.C., 20506  
(202) 786-0271

or

Maryland Humanities Council  
516 N. Charles Street  
Suite 102  
Baltimore, Maryland 21201  
(301) 625-4830

### Bill of Rights Programming

#### Call for Proposals

To commemorate the 200th anniversary of the passage of the first ten amendments to the U.S. Constitution, the Maryland Humanities Council invites proposals for programs which explore the impact of the Bill of Rights on all aspects of American culture and life. The purpose of this initiative is to encourage a renewed public interest in and reflection on the origins, values, principles, and development of the Bill of Rights. The Council seeks proposals covering the whole range of philosophical, literary, historical, and political origins of the Bill of Rights; on the relation of the amendments to American political, social and intellectual life; on the Bill of Rights and the individual citizen; on the balance of rights and projections with civic responsibility; and other appropriate humanities themes and approaches.

#### Education Collaborative

The Bill of Rights Education Collaborative, a joint project of the American Historical Association and the American Political Science Association, is sponsoring a series of special initiatives in 1991-92 to strengthen pre-collegiate education about constitutional rights. The Collaborative is sponsoring competitions for short courses, minigrants for teachers, and state humanities council grants. In addition, the collaborative is working with the History Teaching Alliance to support HTA initiatives and with the National Council for the Social Studies to support inservice workshops for teachers. For a brochure describing the programs and application procedures write: The Bill of Rights Education Collaborative, 1527 New Hampshire Avenue, N.W., Washington, DC 20036. Deadline for the next grant competition is August 15, 1991; awards will be made October 1, 1991.

### Constitution/Bill of Rights Exhibits Available Through MHC

What do you think of when you think of the Constitution and the Bill of Rights—an untried and revolutionary form of government? . . . freedom of speech or religion? . . . trial by jury? Understanding these documents is key to assuming the responsibilities of citizenship in this country. To educate Americans about the origins and contemporary applications of the Constitution and the Bill of Rights, and to enhance the teaching of history and citizenship in the schools, the MHC has exhibits available that address these documents, their origins, and their impact on our everyday lives.

"The Blessings of Liberty," celebrates the Bicentennial of the U.S. Constitution. Its 12 panels cover topics such as the Articles of Confederation, the anti-Federalist argument, ratification, and the Bill of Rights.

"To Preserve These Rights," another 12-panel exhibit, features the text of the Bill of Rights, graphics, captioned photographs, and commentary from well-known scholars, jurists, and statesmen.

Both exhibits consist of posters mounted on three lightweight kiosks, each kiosk measures 6 feet in height and 33 inches square. Institutions and organizations wishing to borrow these exhibits may call or write the Maryland Humanities Council. There is no charge for use of the exhibits other than UPS shipping charges. (Copies of "To Preserve These Rights" may also be purchased by contacting the Pennsylvania Humanities Council at 215-925-1005.)





## Maryland Scholar Receives Charles Frankel Prize

Bernard M. W. Knox of Darnesville, Maryland is one of five recipients of the Charles Frankel Prize, awarded annually by the National Endowment for the Humanities, in recognition of distinguished work in bringing history, literature, philosophy, and other humanities topics to the general public.

Knox is Director Emeritus of Harvard University's Center for Hellenic Studies. He is also the author of several books on classical civilization and drama for the general reader. Knox's emphasis on discussing ancient Greek works as living, dramatic texts through numerous lectures, books, films and dramatic criticism, has made these works accessible to a broad public. Knox told a *Washington Post* reporter in 1983, "To be a professor of ancient Greek is to be a professor of modernity."

## School Days, School Days Funds Available for School Grants—Grades 1–12

The Maryland Humanities Council has funds available for School Grants of up to \$1,200, to support unique and innovative humanities programs for children in Maryland schools, grades 1–12. Any accredited elementary, secondary, public, private, or parochial school is eligible to apply. Nonprofit institutions and organizations, other than schools, who want to produce humanities programs for school-aged audiences may also apply. There are no deadlines for submission of applications, but six weeks must be allowed prior to the program's beginning.

All school grant projects must meet the special requirements outlined in the Council's guidelines. Programs must be in one or more fields of the humanities; must be an activity that would not otherwise take place and is not part of the regular classroom curriculum; must draw on humanities resources from outside the school; and must involve students actively, not passively, in the program.

Applications may be obtained by writing or calling the Maryland Humanities Council 516 North Charles Street, Suite 102, Baltimore, MD 21201, (301) 625-4830.

*The Cumberland Cubs, August 1921. Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MdHR G 1477-5609.*

## Public Meetings

As part of its mission to reach all Marylanders, the Council regularly holds public meetings in every region of the state, to hear program ideas, provide background on how to apply for Council funding, explore ideas for local projects, and ask for public response to the Council's efforts in general.

Representatives of the Council are always pleased to speak at any appropriate gathering or event at which people might find information about the Council's programs helpful.

Regional meetings will be held in the future at which members of the public may attend without charge. If you would like to attend a future meeting, would like to set up a meeting in your area, or would like to include representatives of the Council at your scheduled program or event, please call Judy Dobbs, at (301) 625-4830.





Washington County Bookmobile of the Washington County Free Library. Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MdHR G 1477-5113.

We send you this magazine free of charge, but costs continue to rise annually. Your contribution to its costs will help to ensure its continued distribution to Maryland's citizens. (A form for your donation is provided on page 15.)

## MARYLAND HUMANITIES

Maryland Humanities Council  
516 N. Charles Street  
Suite 102  
Baltimore, Maryland 21201  
(301) 625-4830

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# MARYLAND HUMANITIES

The humanities include but are not limited to: history, philosophy, language—both modern and classical, literature, linguistics, archaeology, jurisprudence, ethics, comparative religion, the history, theory and criticism of the arts, and those aspects of the social sciences which have humanistic content and employ historical or philosophical approaches. These disciplines help us to know ourselves and to know what it is to be human. To public programs in these areas we pledge our support. **The Maryland Humanities Council, an affiliate of the National Endowment for the Humanities.**

## Culture's New Frontier: Staking a Common Ground

*Naomi F. Collins*

## Challenges and Choices for the 21st Century: Ethical Dilemmas, Informed Decisions

*Conference  
Registration*

## The Annapolis I Remember

*Project Report*





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## Economics 101

Have you ever been the victim of your own success? The Maryland Humanities Council may soon be in that position. When the Council started over sixteen years ago, nobody knew who we were or what a public humanities program was all about. Now many Marylanders are very familiar with the programs brought to their communities by the Council each year. More and more groups are seeking our support and we're awarding funds to more organizations than ever before. In fact, the competition for program support is increasing, as other funding sources for humanities programming decline in today's economy.

In addition to our successful regrant program, the Council takes great pride in bringing *Maryland Humanities* to the citizens of the State. In the past four years alone, the Council has produced special issues exploring the impact of science and technology on human life, the history of the calendar in Western civilization, and the ethical dilemmas facing us in the 21st century, as well as poster issues on Maryland's cultural resources and Maryland's diverse ethnic heritage. Public response to *Maryland Humanities* has been tremendous; requests have come from across the nation from educators, public officials, and the general public. But as the success of our publication increases, so do the costs. Since 1984, a print run of *Maryland Humanities* has increased in cost by 66%. In that same period, our bulk mailing permit and bulk rate postage costs have risen dramatically.

Throughout the years, the Council has also been very successful in producing its own public programs for the benefit of the people of Maryland. Beginning in 1983 with *Science, Technology, and the Humanities*, the Council has presented conferences on education—*Odyssey '84*; on Maryland's role in the development of the U.S. Constitution—*The Annapolis Connection*; on how we know what we know about the past—*Unlocking the Secrets of Time*; and now plans *Challenges and Choices for the 21st Century* for December 1991 (see information on pages 8–9). In the eight years since its first conference, however, NEH support for these Council-sponsored projects has not increased.

The Council couldn't be more pleased with its success in bringing the humanities to the forefront in Maryland. Success, however, does not come without a cost. The workload for running the regrant program, counseling applicants, producing *Maryland Humanities*, and presenting Council-conducted conferences and programs has increased substantially in recent years, *but our staffing has remained the same*. And like businesses everywhere, we are faced with rising costs on the costs of doing business.

We can't afford to hire a professional fundraiser and prefer not to pay for a glossy mass mail campaign. But we need your help to continue providing the high quality programs and services that Marylanders have come to expect. So we thought we'd ask you to contribute straight out, right here and now. Please help by clipping out the donor card on page 15 and mailing it to us with a donation that fits your ability and inclination to give.

Contributions to the Maryland Humanities Council are tax-deductible to the extent allowed by law and every dollar contributed is worth two, as each can be matched by U.S. Treasury funds through a federal gift and match program.

We know that many of you already contribute, and we hope others will join you in your generosity. To future and past supporters—thank you for your commitment to public humanities programs in Maryland.

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## MARYLAND HUMANITIES

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Managing Editor: Rebecca L. Aaron  
Contributing Editors: Judy D. Dobbs, Donna L. Byers  
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*Cover Photo: In 1929, when this patriotic group assembled on the steps of its Prince George Street entrance, Carvel Hall was the most popular hotel in Annapolis. Photo by E. H. Pickering, courtesy of the Maryland State Archives, "The Annapolis I Remember" Collection, MSA-SC-1804-79.*



## The Council: Members and Staff

The Maryland Humanities Council is an independent, non-profit, tax-exempt organization dedicated to promoting an understanding and appreciation of the humanities in Maryland. It achieves its goals, in part, by funding public humanities programs, examples of which may be seen in the Continuing and Recently-funded Programs section in each issue of *Maryland Humanities*.

The Council is comprised of up to 26 volunteer members, including up to five gubernatorial appointees. Drawn from academy and community, and representing all regions of the state, Council members contribute hundreds of uncompensated hours reading and reviewing applications for funding, attending Council meetings, participating and assisting in Council fundraising efforts, meeting with potential project directors, attending funded projects, and representing the Council at regional and national scholarly conferences. The Council members and their current affiliations are:

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The Humanities Center  
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Maryland Public Television  
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Morgan State University  
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Assistant Director Emerita  
The Library  
Frostburg State University  
Frostburg, Maryland



*A parlor in Cumberland, Maryland, by Hervey Laney. Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive. MSA-SC-1477-6815.*

The Council staff is composed of Dr. Naomi F. Collins, Executive Director; Rebecca L. Aaron, Assistant Director for Administration; Judy D. Dobbs, Assistant Director for Programming; Margitta Golladay, Regrant Program and Financial Officer; Donna L. Byers, Programming and Public Affairs Officer; Elizabeth J. Tuico, Administrative Aide; Elinor C. Sklar, External Relations Consultant; Edward Kappel, Accountant; and Carroll P. Tignall, Computer Consultant. The services of Coopers and Lybrand are retained for the Council's annual independent audit.

## Maryland Humanities Council Alumni Members

The Council is pleased to recognize the following people for their distinguished service and contributions as MHC Alumni Board Members:

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# Culture's New Frontier: Staking a Common Ground

*In 1989, Dr. Naomi F. Collins, Executive Director of the Maryland Humanities Council explored the role of the humanities in American life during a two-month sabbatical. The essay that resulted from that study, Culture's New Frontier: Staking a Common Ground, is written primarily for those who work in the humanities, for those who teach, write, and think about humanities disciplines in colleges and universities, and for those engaged in interpreting the humanities disciplines for the public at state humanities councils, museums, libraries, historic sites, and through the media. The essay seeks to provide intellectual rationale for the public humanities through a bibliographic essay, reflections on the readings, and bibli-*

*ography for further reference. It closes with personal observations suggesting ways to go beyond traditional thinking to a bold new common ground, a new frontier for the humanities, to meet the challenge of diverse populations at home, newly enfranchised citizenries abroad, and interconnections among them all in an interdependent and migratory world.*

*To address the other side of the dialogue between scholars and the general public—the curious citizen who asks “what are the humanities, anyway?”—Dr. Collins included a “User’s Guide”. The following article is excerpted from the Introduction and “User’s Guide” sections of Culture’s New Frontier: Staking a Common Ground, published jointly by the American Council of Learned Societies*

*and the Federation of State Humanities Councils (New York, 1990) 47 pp. Copies are available from the ACLS at 228 E. 45th Street, New York, N.Y., 10017–3398.*

*Dr. Collins is grateful to the members of the Maryland Humanities Council and to the National Endowment for the Humanities for support during this endeavor; to Judy Dobbs for serving as Acting Executive Director in her absence; to Judy Dobbs and Rebecca Aaron for providing editorial assistance; and to Margitta Golladay for preparing the final manuscript.*

*The views expressed are those of the author and do not represent official positions of any of the organizations involved.*

## A User's Guide to the Humanities

by Dr. Naomi F. Collins

Beyond university walls, the humanities moonlight. They engage citizens in literature discussions at public libraries; in re-creations of history at museums; and in debating civic, ethical, and community issues at public forums nationwide. The humanities inform videotapes on public television, dramatizations at historic places, interpretations at archaeological sites, and talks exploring performances of music and theater. More Americans attend museums and historic sites than sporting events. Yet members of state humanities councils, university and college faculty, professionals at museums, media, and historical associations ask: what is the intellectual rationale for these “extramural” humanities?

At the same time, members of the general public may be scared, bored, or alienated by the term “humanities”—feeling a sense of distance, mystery, and abstraction. The humanities may seem to exist “out there”—detached and daunting. They may appear to belong to “them”—to others—to universities and professors who teach disciplines; to museums that house arts and artifacts.

Discomfort is mutual between scholars and the public. Scholars fear compromising the intellectual rigor, discipline, and precision of the humanities; they wonder about the integrity of the disciplines in the un-refereed arena. The general public wants to know: what are the humanities, anyway, and what do they have to do with me? Members of state councils struggle to mediate the two, to meld scholarly discourse and public curiosity into a vigorous exchange benefiting (and befitting) not only the specialist and the generalist, but the humanities themselves. And none of this is made easier by trying to define the term “humanities.”

**Why are the humanities so difficult to define?**

They are difficult to define because:

*they are abstract.* They deal with ideas rather than techniques or skills; with human efforts to understand, interpret, explain, and find meaning in life. Since they deal with human experience and the human condition, they are as complex, indefinable, and often as ambiguous as human beings.

*they deal with questions which have no easy, final, or conclusive answers; often, no answers at all.* Since it is also human to crave answers, definitions, clarity, and classification, people feel uncomfortable and unsatisfied, even frustrated and dissatisfied with the

unclear and unanswerable in the humanities (as in human life itself).

*talking about the term “humanities” depends on language, on words and their meanings; and language is not precise, but symbolic, representational, connotative.*

*the idea of the humanities, and use of the term, have evolved over time, and continue to change.* The humanities have a history, a history of constant change.

Although that history, too, is complex, it is commonly said that the term “humanism” goes back to the Renaissance rediscovery of the culture of ancient Greece and Rome. The goal of humanists who cultivated this learning was not simply academic knowledge, but the development of character, refined sensibilities, and civic virtue.

The establishment of the professional fields of knowledge we know today did not begin until the last quarter of the 19th century. The goal of such fields, like the German scholarship they emulated, was scientific objectivity—systems, precision, specialization, and search for facts—with the aim of adding to a body of human knowledge and texts, while

keeping the pursuit and the products "value-free."

In fact, it was not until the 19th century, that English (as to opposed to Greek, Latin, and Hebrew) was considered sufficiently respectable as a language of expression that universities created professorships in English literature.

The modern use of the word "humanities," as one of three divisions of knowledge (the other two, science and social science), is a twentieth century development.

*the term is used in at least two ways:* to describe ways of thinking, and to denote specific academic disciplines that explore human experience and values, past and present.

Congressional legislation, federal agencies, universities and colleges, use definitions based on subject specialties to set boundaries, to include and exclude areas for funding, specialized research, courses, buildings, and budgets. Specialized scholarship in the humanities may explore themes and use language that make the works inaccessible to those outside the discipline, and make the humanities appear obscure or mysterious.

*they are often described in terms of what they are not, in the phrase "as opposed to . . ."* They are defined in contrast to the arts, to the sciences, to the social sciences, to divinity.

The victory of specialization in academic disciplines has set apparent boundaries within the world of knowledge. The humanities, once broadly seen to encompass the arts—creative expression of the human condition—are posed in apparent juxtaposition to anything else.

The humanities were and are part of the "liberal arts," studies and approaches which "liberate" the mind rather than impart technical, mechanical, or vocational skills. Traditionally seen as a single, related body of knowledge about human and natural life, the liberal arts included and include not only what we now call the humanities and the arts, but also the natural and social sciences. University degrees still reflect this broad meaning in their names, Bachelor and Master of Arts.

*they have both an individual and a public dimension:* they enrich an individual's life, but also provide for informed community living in a democracy.

*and, they can make people uncomfortable.* They may do so by their ambiguity; but also by threatening the certainty of those who believe they have "the answers," because the humanities ask questions about those "answers." And they may also make people uncomfortable (as Carl Bode, past Chairman of the Maryland Humanities Council suggested to me) by calling on us to become better than we are, or believe we are; to challenge us to become all we can be.

What, then, are the Humanities?

The humanities are easier to describe than define. The Federation of State Councils sees them as:

ways of thinking about what is human—about our diverse histories, imaginations, values, words, and dreams. The humanities analyze, interpret, and refine our experience, and its comedies and tragedies, struggles and achievements. They embrace history and art history, literature and film, philosophy and morality, comparative religion, jurisprudence, political theory, languages, linguistics, anthropology, and some of the inquiries of the social sciences. When we ask who we are, and what our lives ought to mean, we are using the humanities. (National Federation of State Humanities Councils, *State Humanities Councils*, 1985, p. 1)

Another approach to what we mean by the humanities is stated by the historian Merrill Peterson in *The Humanities and the American Promise*:

. . . wherever human beings remember, think, interpret, analyze; wherever they deal seriously with each other's conduct; wherever they try to understand life's meaning, . . . there we see the fundamentally human impulse from which the humanities spring. But, like most things in nature, the humanities are improved by art—giving form to what is raw, spontaneous, and disconnected and offering disciplined medium for the study of burning human questions. (Merrill D. Peterson, principal author, *The Humanities and the American Promise*, 1987, p. 27)

The National Endowment for the Humanities, in its orientation notebook for new members of State Councils, describes the humanities as branches of learning which deal with what is fundamentally and essentially human, the attributes which distinguish human beings

from all other natural beings: self-consciousness, language, reason, creativity, human values and aspirations, and the products of all of these. They note that the humanities concern themselves with the experience of being human—explore it, analyze it, interpret and refine it, while at the same time adding to it. At the core of the humanities are questions of value and justification, meaning and interpretation.

And the United States Congress, in establishing the National Endowment for the Humanities, defined the humanities by academic fields:

The humanities include but are not limited to: history, philosophy, language, both modern and classical, literature, linguistics, archaeology, jurisprudence, ethics, comparative religion, the history, criticism and theory of the arts, and those aspects of the social sciences which have humanistic content and employ historical or philosophical approaches.

State Councils have described the humanities as ways to think about what human beings have said, done, thought, and created. The humanities study the records of human culture, connecting past to present, individuals to societies, values to actions, emotion to reason. They analyze and interpret our experience; they reflect on the human condition.

What, then, are the humanities? Ways of both thinking about human experience, and organizing this pursuit into academic disciplines or fields of study. The humanities are both the pursuits (the disciplines, fields, and bodies of learning), and the pursuing (process, activity, and approaches).

They spring from human curiosity, from our desire to understand and reflect on our lives and our world. They derive from our impulse to remember and project; to imagine and create; to explore and explain; to reason and know; to wonder, search, and discover.

The goal of humanistic study is to shed light on the human condition and the human experience. The humanities help people make sense of their choices; and to live—as a result—richer, deeper, and more rewarding lives. Or, as a member of our Maryland Humanities Council, Margret Zassenhaus, put it:

They help us understand what makes us tick—and what motivates us to do good and evil . . . how to tell good from evil, and how to know kitsch and glitz from beauty . . . how to know what's good and what's true.



### What Do Fields in the Humanities Do?

Each field of the humanities approaches the study of the human condition in a different way, has a different body of works, and offers different understandings.

Literature takes us beyond our personal limitations of time, place, culture, and gender, by involving us in other real or imagined lives, eras, and societies. It connects us to the range of human experience and emotion; offers us an experience in esthetics, meaning, value, character, and language.

History gives us a sense of the past as we consider the present and look to the future. Since we are what we have become—products of the past—history explains us to ourselves. It also provides perspectives and contexts in which to view the present.

Philosophy helps us think systemically and logically, to frame questions, and construct arguments about complex issues concerning values and ideals; to form ways to judge and evaluate complicated matters; to separate questions that can be answered from those that cannot. It teaches us to analyze elements of an argument, and to avoid the pitfalls of simplistic or bogus argument—our own or others'.

Language communicates and connects us with one another, in ways that are not only precise and informative, but imaginative and evocative.

And art, music, and theater nourish our souls, express ourselves and our culture in creation and performance, enriched by the deeper understanding of them the humanities provide.

### Of What Value or Use are They?

#### *Private Lives...*

We all ask humanities questions. When we chose and decide, we all think and analyze, draw on our values, engage experiences, and look to the past. The question is not whether we participate in humanities activities, but how well we do.

We use results of humanities inquiry more effectively when we draw consciously on the lives, events, and experiences of other times and places, on the reflections of others who have thought about good and evil, right and wrong, justice and injustice—in history, literature, and philosophy.

We “use” them as Merrill Peterson has noted, to bring meaning to our own life, and to develop habits of mind; to heighten our consciousness; and to facilitate shared discourse that forms the basis of informed community life. (Peterson, *The Humanities and the American Promise*)

Or, as the Chairman of the National Endowment for the Humanities, Lynne Cheney, stated:

The humanities move us with images, arguments, and stories about what it means to be human: to mourn mortality for ourselves and those we love; to know joy and find purpose, nonetheless; to be capable of good and evil, wisdom and folly. (Lynne V. Cheney, *Humanities in America: A Report to the President, the Congress, and the American People*, Washington, D.C., 1988)

In sum, the humanities enrich our individual lives by helping us know ourselves better, to be more fully aware and conscious of ourselves—our strengths and weaknesses, our potential for good and evil, our uniqueness and complexity, what we value and what we deplore.

#### *And Public Good*

They also help us live with other people in communities. Shared culture, shared knowledge and values, create bonds of community without which divisiveness, special interests, and selfishness can prevail. We may not be able fully to identify and define the content of our culture in all its dynamic complexity, but we can still share an attitude toward the quest and inquiry, to value a humanities approach which respects the dignity of each individual, and the diversity and richness provided by the unique contribution of each.

At a time that our democracy involves ever more people in decision making, and traditional structures (family, schools, religious institutions, and communities) are seen to be undergoing major change (some say disintegration), all of us are faced with choices about how to live our lives, how to deal with problems in our communities. The toughest questions we face in our personal and community lives do not have easy or lasting answers. They are intertwined with values, often competing ones. They may have virtue on all sides, but only one which can prevail; or may involve flagrant evil or tragedy, but lack apparent solution. They may require allocating limited resources among major critical needs.

In grappling with these complicated matters, the humanities can help by offering a broad range of human experience; by providing perspective, insight, and wisdom, as well as ways to approach questions through analysis and critical thinking. They can help us clarify

our values and frame issues intelligently to make informed decisions and thoughtful choices. And in these ways, they can foster an informed, thoughtful, responsible, and empathetic citizenry over its alternative, an ignorant, complacent, or bigoted one.

Just as we live in a world shaped by the choices our parents and grandparents made—and didn't make—during their lives, our children and grandchildren will inherit a world shaped by the way we have lived, thought, decided and acted in ours.

And since there are no easy or lasting answers to the complex issues facing us, we will all have to grapple on a continuing basis with continuing issues. The question is not whether we will, but how wisely and well.

### What Can We Conclude?

That the humanities are not for the quick fix. They cannot themselves make decisions, provide easy answers to complicated questions, end poverty, prevent war, stop crime, or cure disease.

But if the humanities do not solve problems, they provide background, approaches, and perspectives that help us deal with complex issues facing us in our personal lives, and within our communities, nation, and world.

The humanities can console, but they can also unsettle, disturb, and disrupt. They challenge and question our certainties. Like human life itself, they require living with the gray areas, issues that cannot be defined, questions that have no answers.

We are never too old for the humanities. In fact, they are one of the few things that you do better with age, and that get better with age.

We are never too poor for the humanities. They are available in many places without cost to the user.

We are never too “dumb” for the humanities. They are not a contest; they do not require special tests; they are not a competition.

The humanities don't belong to other people: they belong to us all. We human beings are their owners and users, the connection between the humanities and humanity.

And they can provide us all with the sheer satisfaction, excitement, delight, and reward of reaching out to share the full range of experience human beings have known and experienced, to live our lives with all the depth, richness, texture, and vitality of which we are capable.



*Camping out on the Potomac River. Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MSA-SC 1477 5133.*

## Application Deadlines

Drafts of grant applications for funding requests in excess of \$1,200 must be submitted to the Maryland Humanities Council by the following deadlines in order to receive consideration—for September 1991 decision, first drafts are due on June 14, 1991 and second drafts on July 19, 1991; for January 1992 decision, first drafts are due on October 18, 1991 and second drafts on November 22, 1991; for May 1992 decision, first drafts are due on February 13, 1992 and second drafts on March 20, 1992. Four copies of the first draft and 33 copies of the final draft are required. To request a grant application, please call or write the Council (address and phone number on back cover).

There is no deadline for proposals requesting \$1,200 or less. Seven copies of such applications should be submitted for review. In planning such grants, applicants should submit proposals at least six weeks before the beginning date of the project. Applicants should also allow sufficient lead time for crediting of Council support in printed materials and project related documents.

## A Challenge to the People of Maryland: Increase the Value of Funds You Have Raised

The Maryland Humanities Council has U.S. Treasury Funds available to match funds raised from corporations, foundations, businesses, individuals, or state and local governments in support of public programs in the humanities. These funds, available to the Council through a special Gifts and Matching

program of the National Endowment for the Humanities, are awarded on a competitive basis to Maryland's non-profit organizations or agencies of state and local government. For further information, contact Judy Dobbs at (301) 625-4830.

## Thanks!

The following Marylanders served as evaluators, program participants, and advisory committee members for Council-conducted and Council-sponsored programs in 1990. The Council would like to acknowledge and thank these individuals for their ideas, participation, and hard work.

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Karen Wilson

The following people served as project directors for Maryland Humanities Council regrant projects in fiscal year 1990. The Council would like to recognize and thank these individuals for their creativity, dedication, and contribution to the cultural life of Maryland.

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Julia Maxey  
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Ursula M. Ehrhardt  
Emory G. Evans  
David J. Fell  
Kathy P. Fisher  
S. Constance FitzGerald  
Mark J. Friedman  
Elizabeth R. Gilbert  
Beverly F. Gold  
Jay A. Graybeal  
Corinne Hayward  
Mary Ellen Hayward  
Gail N. Herman  
David Hersch  
Ronald Hoffman  
Elizabeth Hoke  
Roger Horn  
Lawrence Hott  
Paula J. Johnson  
Dale R. Jones  
Averil J. Kadis  
Francis I. Kane  
Wayne S. Karlin  
Susanne L. Kass  
Marion F. Keenan  
Frederick J. Lamp  
Diane Leatherman  
Michael C. LeMay

William E. Palmer  
Edward C. Papenfuse  
Allan R. Powell  
Michael Quinn  
Lawrence B. Redmond  
Betty T. Rollins  
Jean B. Russo  
Lucille Sansing  
Adele Seeff  
Arthur M. Seidel  
Ruthe T. Sheffey  
Allen Stairs  
Carolyn B. Stegman  
Diane B. Stillman  
Gregory Stiverson  
Patricia Q. Strohm  
Ronald Sutton  
Kaye S. Thomas  
Ray Thompson  
Margaret L. Thrasher  
Elena Tscherny  
Beth Twiss-Garrity  
Lesley M. van der Lee  
Elizabeth Warbasse  
Elizabeth A. Watson  
James M. Welsh  
Jack Wennersten



# Challenges and Choices for the 21st Century: Ethical Dilemmas, Informed Decisions

*A Public Conference presented  
by the Maryland Humanities  
Council*

Just 50 years ago, an attack on Pearl Harbor brought the U.S. into World War II. Today we face the approach of the 21st century and ask, where will we be 50 years from now? What kind of communities do we want to live in? How do we educate our children today for citizenship tomorrow? And what role can the humanities play?

Can world problems be solved by the humanities? The Maryland Humanities Council believes that the humanities, by exploring and interpreting a broad range of human experience past and present, play a significant role in schools and in communities by providing context and methods to empower us to make informed decisions and thoughtful choices. The humanities provide ways to clarify our values, examine our choices, and increase our civic and community awareness as we confront complex issues whose outcomes will shape our lives, our future, and the world of our children.

To demonstrate the ways in which the humanities can help us face the "Challenges and Choices for the 21st Century," the Maryland Humanities Council will present a statewide conference on Saturday, December 7, 1991 at the Baltimore Convention Center. The program will feature a morning discourse that will provide the intellectual framework for a "hands on" humanities experience in the afternoon through a series of model program demonstrations. A fee of \$25.00 covers registration for the conference, lunch, refreshments, and a packet of resource materials. Because registration is limited and accepted on a first-come, first-served basis, early registration is recommended.

## Challenges and Choices for the 21st Century Registration Form

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Affiliation and Address \_\_\_\_\_

Telephone Number (Day) \_\_\_\_\_

(Eve) \_\_\_\_\_

Please indicate 1st, 2nd and 3rd choices for afternoon model program sessions:

\_\_\_\_\_ Session 1 **"Morality and the Muse: Ethics and Literature"**

\_\_\_\_\_ Session 2 **"Educating for Democracy in the Modern World"**

\_\_\_\_\_ Session 3 **"Ways of our Lives: Media and Mores"**

\_\_\_\_\_ Session 4 **"Why Save the Bay?: Reflecting on Values and Choices"**

\_\_\_\_\_ Session 5 **"Bill of Rights: Blessings and Burdens"**

Make checks for \$25.00 payable to Maryland Humanities Council and mail with registration form to: Challenges and Choices for the 21st Century, Maryland Humanities Council, 516 N. Charles Street, Suite 102, Baltimore, Maryland, 21201. For further information, call MHC office (301) 625-4830.

## CONFERENCE AGENDA

Saturday December 7, 1991  
Baltimore Convention Center

8:00 a.m.

*Registration—Coffee and Danish*

9:00 a.m.

*Welcome and Introductions*

Dr. Catherine R. Gira  
Provost, University of Baltimore  
Chairperson and President, Maryland  
Humanities Council

The Honorable William Donald Schaefer  
(Invited)

Governor, State of Maryland

Dr. Naomi F. Collins  
Executive Director, Maryland Humanities  
Council

9:15 a.m.

*Keynote Address*

### **"Ethical Dilemmas for the 21st Century"**

Dr. Michael K. Hooker  
President, University of Maryland Baltimore  
County

10:00 a.m.

*Break*

10:15 a.m.

*Panel Response*

Moderator:  
Dr. Freeman A. Hrabowski, III  
Executive Vice President and Vice Provost  
University of Maryland Baltimore County  
2nd Vice Chairperson  
Maryland Humanities Council

### **"Past is Prologue"**

How the Past Informs the Future  
Dr. Ronald G. Walters  
Professor of History, The Johns Hopkins  
University

### **"What is the Moral Good?"**

A Look at Ethics  
Dr. Stephen J. Vicchio  
Chairman, Department of Philosophy and  
Religion  
The College of Notre Dame of Maryland

### **"Exploring Values Through Literature"**

"The Value of and in Literature"  
Dr. Eva T. H. Brann  
Dean, St. John's College, Annapolis

11:30 a.m.

*Open Forum*

Audience response: questions, discussion.

12:00 p.m.

*Lunch*

*Remarks*

### **"Technological Challenges, Human Choices"**

Who Speaks for Technology and Values?  
Dr. Albert R. C. Westwood  
Vice President, Research and Technology  
Martin Marietta Corporation  
Past Chairperson, Maryland Humanities  
Council

1:30 p.m.

*Concurrent Sessions*

### **Today's Choices, Tomorrow's Citizens**

Model Programs: Topics, Texts, and Tools  
Taking Programs to your Schools and Communities: Prepare for discussion and participation through readings sent prior to these sessions. Explore humanities topics with scholars and community leaders in our model programs. Return home with programs, ideas, and resource materials for your schools and communities.

Session 1

### **"Morality and the Muse: Ethics and Literature"**

A Reading/Discussion Program  
Ms. Patricia L. Bates  
Adult Program Coordinator, Howard County  
Library

Dr. Stephen J. Vicchio  
Chairman, Department of Philosophy and  
Religion  
The College of Notre Dame of Maryland

Session 2

### **"Educating for Democracy in the Modern World"**

Teachers Seminars in Civics  
Dr. Sean Francis O'Connor  
Chairman, Department of Education,  
Washington College

Session 3

### **"Ways of our Lives: Media and Mores"**

Critical Viewing and Discussion of Film and Television  
Dr. Thomas Cripps  
Professor of History, Morgan State University

Session 4

### **"Why Save the Bay?: Reflecting on Values and Choices"**

A Public Forum on the Environment  
Dr. Mark Sagoff  
Director, Center for Philosophy and Public  
Policy  
University of Maryland College Park

Session 5

### **"Bill of Rights: Blessings and Burdens"**

An Exhibit and Speaker Series  
Dr. Gregory A. Stiverson  
Assistant State Archivist, Maryland State  
Archives

3:45 p.m.

*Closing Comments*

### **"Vision, Values, and Voices"**

The 21st Century Challenge  
Dr. Elizabeth Baer  
Provost and Dean of the College, Wash-  
ington College  
Chair, Planning Committee, Maryland  
Humanities Council

At the close of the conference, we hope you will join members and staff of the Maryland Humanities Council for a reception, informal discussion, and exchange of ideas among program participants.

*Funding for Challenges and Choices for the 21st Century is provided by the National Endowment for the Humanities.*

*Model Program 2, Educating for Democracy in the Modern World, was developed and is supported by a grant from the A.S. Abell Foundation.*



# The Annapolis I Remember

*The town is like a stage set. It's beautiful, the lovely old homes are beautiful, but the actors are gone. And this is really too bad. The local people have accepted too many offers that they couldn't refuse, and they've gone elsewhere. And the great people that knitted together the fabric of the lovely old town are just no longer here. It's rare that you see anybody that you know downtown anymore . . . I think when you get past a certain percentage of people who come to an area from elsewhere, you sort of lose the town's integrity.*

—Thomas C. Worthington, Jr.

*A parade was the focus of attention for these Clay Street residents on a sunny summer day in 1948. Photo by Marion Warren, courtesy of the Maryland State Archives. "The Annapolis I Remember" Collection, MSA-SC-1890-30,285*



In the fall of 1989, three Annapolis women—Mame Warren, Sharie Valerio, and Beth Whaley—began working on an idea to merge the Maryland State Archives' extensive collection of Annapolis photographs with the stories and remembrances of Annapolis residents. The idea, born of a chance conversation between Warren and Valerio, evolved into "The Annapolis I Remember"—a theater production, traveling exhibition, and publication—funded in part by the Maryland Humanities Council and sponsored by the Arundel Senior Assistance Programs, Inc.

Additional funding was provided by Anne Arundel County, the Annapolis Fine Arts Foundation, and numerous other local contributors.

Warren, Valerio, and Whaley conducted 73 oral history interviews resulting in over 100 hours of recorded memories of Annapolis during the period 1900–1965. Representatives from every part of the community participated, from a tenth generation Annapolitan businessman to the daughter of a Philippine messboy who came to the Naval Academy in 1925. As the oral history interviews were conducted, Warren collected more than 200 pho-

tographs not previously included in the Archives' collections. Thirty-one interviews were selected for development into a six-person stage performance.

As the play was being developed, the local paper, the *Annapolis Capitol*, ran a series of articles featuring historic photos and substantial excerpts from selected oral histories. The oral history interviews also provided the interpretive text for a traveling exhibit which features 50 of the over 800 photographs amassed since the beginning of the project.

Independent of Council sponsorship, Warren developed an accompanying publication,

*That's when you should have seen the Chesapeake Bay or the Severn River. I mean, you could just ride out there and see the fish . . . They were so big, and so close, and so clean . . . It was nice. It was healthier, and it was better. I'm sorry we can't get it back.* —Charles Haste

*Then Again*, which features 240 pages of excerpts from the oral history interviews, as well as 209 photographs not included in the traveling exhibit. All of the photos collected during the course of the project, as well as complete transcripts of the interviews, will be permanently stored in the Maryland State Archives.

The Maryland Humanities Council is proud to have joined with all those who played a part in bringing this outstanding program to the citizens of Annapolis and the State of Maryland.

*It was a vivid place and a place with a personality. Every store had its own personality. And the personality seemed to be wrapped up in the man who owned it, the owner and operator of that business.* —Jack Ladd Carr

In November 1990, four performances of "The Annapolis I Remember" were staged at St. John's College. The largely hometown audience was carried back in time to joyful remembrances—such as dancing the night away at Carr's beach, and asked to recall some not so pleasant—such as the last hanging in Annapolis. The audience was drawn into a moving experience that united them in memory and strong feelings about their town. Drawing an extensive audience largely by word of mouth, attendance for the performances totaled 2,090; at the last November performance, over 400 people had to be turned away. One audience member wrote it was "one of the most inspiring programs I have experienced in a long time." Another concluded, "it is an experience you will not soon forget." Encore performances were performed at the London Town Publik House and Gardens and St. John's College. The play will be repeated this summer on July 7 at 3:00 p.m. at St. John's College. Tickets must be purchased in advance; call 301-798-5344 for information.

The accompanying exhibit for "The Annapolis I Remember" has been shown at the Maryland State Archives, the Maryland Hall for the Creative Arts, Arundel Center, and the London Town Publik House and Gardens. This spring and summer it will travel to Shiplap House, the Bancker Douglass Museum, and the Motor Vehicle Administration.

## Sharing Our Vision: Funding Your Program . . . Evaluating Ours!

On Wednesday, October 17, 1990, the Maryland Humanities Council held a funding and evaluation conference at the Sheraton—Inner Harbor Hotel in Baltimore. Over 100 Marylanders from 19 different counties and Baltimore City gathered to learn about sources of funding, to share ideas for humanities programs, and to respond to the Council's regrant programming and special initiatives. Participants received an information packet with brochures from funding sources, program resource materials, tips on producing public humanities programs, a list of participants, and an evaluation/questionnaire form.

The conference opened at 10:00 a.m. with a welcome by the Council's Executive Director, Dr. Naomi F. Collins who introduced the Council's Chairperson and President, Dr. Catherine Gira. Dr. Gira addressed "The Importance of the Humanities in Public Life" and described the Council's special initiative "Challenges and Choices for the 21st Century." Dr. Wilsonia Cherry of the Office of General Programs at the National Endowment for the Humanities discussed "What's New at the National Endowment for the Humanities: Directions and Initiatives" and the Honorable Jacqueline H. Rogers, Secretary, Maryland Department of Housing and Community Development, described "Maryland's Special Programs for Museums, History, and Culture."

Participants then divided into three work-

shops at which successful project directors reviewed their exhibits, oral history programs, lecture series, and reading/discussion programs. Candid discussion of the "nuts and bolts" of each project—what project directors would and would not do again, and how they attracted audiences to their programs—was covered. The sessions ended with questions from the audience.

At lunch, the Honorable Louis L. Goldstein, Comptroller, State of Maryland, greeted the audience and provided opening remarks. The keynote address "Eyes to See . . . Ears to Hear" was presented by Dr. H. Margret Zassenhaus, a distinguished author and physician, Nobel Peace Prize nominee, and member of the Maryland Humanities Council. Dr. Zassenhaus offered inspiration for humanities programming with a reminder that the humanities are the investigation of what it means to be human and that each human being can make a difference by being committed rather than complacent. The conference ended at 2:00 with informal discussion among staff and participants.

While participants felt they benefitted from the opportunity to learn about funding sources and the experiences of successful project directors, they noted that they were especially pleased with the opportunity to exchange ideas and connect with others interested in producing humanities programs.

## Public Meetings

As part of its mission to reach all Marylanders, the Council regularly holds public meetings throughout the state, to hear program ideas, provide background on how to apply for Council funding, explore ideas for local projects, and ask for public response to the Council's efforts in general.

Representatives of the Council are also available to speak at any appropriate gathering or event at which people might find information about the Council's programs helpful.

If you would like information on upcoming meetings, would like to set up a meeting in your area, or would like to include representatives of the Council at your scheduled program or event, call Judy Dobbs, Assistant Director for Programming, at (301) 625-4830.

*Rider in Druid Hill Park, Baltimore. Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MSA-SC-1477-5242*





## Recently-Funded and Continuing Programs

Those projects marked with a ■ are scheduled to take place between May 1, 1991 and August 31, 1991. For further information on these programs, please call the telephone number listed with each entry.

### MINIGRANTS

■ #702-L "Investigating Inventions"  
The Banner School  
Award: \$1,200 outright funds

Students in grades one through eight at the Banner School enhanced their study of the history of science and technology through field trips to museums of science and industry, talks by inventors, and special projects. A performance of "1001 Black Inventions" highlighted modern conveniences invented by African Americans and stimulated discussion on industrialization and its social contexts.

■ #703-M "Electronic Music: Yesterday, Today, and Tomorrow"  
Res MusicAmerica, Inc.  
Award: \$1,200 outright funds

Two pre-concert lectures examined the contribution of electronic music to contemporary classical music in America. Lectures focused on the historical evolution of electronic music as well as the evolution of electronic instruments. Both presentations included audio examples, demonstrations, slides, and audience participation.

■ #704-M "History and Literature in Howard County"  
Howard County Library  
Award: \$1,200 outright funds  
(301) 461-7980

The life of Emily Dickinson is examined in the last of a six-part reading and discussion series sponsored by the Howard County Libraries. A performance of "The Belle of Amherst" and a discussion led by Dr. Diane Rowland will take place on May 2nd at 7:00 p.m. at the Miller Branch Library.

■ #705-M "Go Global! at Artscape"  
Baltimore's Festival of the Arts, Inc.  
Award: \$1,200 outright funds  
(301) 396-4575

As part of Artscape, "Go Global" will examine the cultures of Africa, China, Israel, and Eastern Europe through presentations by a geographer, folklorist, storyteller, and puppeteer. The six events will also include song and dance and audience participation. July 20 and 21, 1991.

■ #706-M "The African Diaspora—Teaching the Children"  
Office of Foreign Language, Division of Instruction, Baltimore City Public Schools  
Award: \$1,200 outright funds

One hundred and twenty students who study French and Spanish at three Baltimore City high schools explored the cultural, political, and social influences of the African Diaspora on the French and Spanish cultures. The project culminated in a series of concurrent workshops at Morgan State University, followed by the production of a booklet on TransAfrican French and Hispanics in the Western Hemisphere.

■ #707-M "Maryland Day Seminar—'The Writer in Maryland' "  
Maryland Historical Society  
Award: \$1,200 outright funds

A one-day seminar featured three presentations reflecting new research on some of Maryland's best-known literary figures—Edgar Allan Poe, Frederick Douglass, and H. L. Mencken—as well as a view of distinguished writers in Maryland's contemporary literary world.

■ #709-M "Winter Lecture Series: 'The Maryland Home, 1770–1775' "  
Hammond-Harwood House Association, Inc.  
Award: \$1,200 outright funds

A series of five lectures featured speakers on 18th-century gardens, textiles, personal objects and everyday activities, as well as the architecture and decorative arts of the period.

■ #710-M "Maryland and the Civil War"  
Maryland State Archives  
Award: \$1,200 outright funds

A one-day conference explored the role Maryland and its citizens played in the Civil War. Topics included Marylanders in the Confederate and Union armies, the junior officer corps, black Maryland soldiers, and interpreting Maryland's role in the Civil War through documents and artifacts.

■ #711-M " 'The Ugly Arab'—Anti-Arab Stereotyping in the U.S. Mind-Set"  
Frostburg State University  
Award: \$925 outright funds

A lecture and panel discussion examined the stereotyping of Arabs and Muslims in American popular culture through critical viewing of the media.

### REGRANTS

■ #057-L/M "Let's Talk About It On the Shore"  
Eastern Shore Regional Library  
(301) 742-1537

A 17-part reading and discussion series examining such themes as "Myth Making in Popular Fiction" and "Individual Rights and Community in America" continues through the fall of 1991 at libraries in nine counties on the Eastern Shore.

■ #066-L "Katherine Anne Porter at One Hundred"  
University of Maryland at College Park Libraries  
(301) 403-4147

A traveling exhibition on the life of American author Katherine Anne Porter continues its circulation of Maryland libraries at the Montgomery County (Rockville) and Howard County (Ellicott City) Public Libraries through May 11, 1991.

■ #068-L/M "Delightful Diversions: A History of Dance and Music in Early Maryland"  
Goucher College, Dance Department  
(301) 337-6391

Lecture/performance at four historic sites in Maryland will interpret the social, cultural, and economic significance of music and dance in the 17th through early 20th centuries. Program dates: May 1991, Carroll Mansion/1840 House, Baltimore; October 1991, State House, St. Mary's City, and Brice House, Annapolis; November 1991, Montpelier Mansion, Laurel.

■ #072-L/M "Glen Echo Park Centennial Exhibit: National Chautauqua Through Amusement Park"  
Glen Echo Foundation  
(301) 320-2330

An interpretive exhibit celebrates the centennial of Glen Echo Park, known for its late 19th-century Chautauqua and later for its early electric amusement park. Photographs and artifacts illustrate American popular culture and unique architecture. The exhibit will be on display at Glen Echo's Spanish Ballroom, at the Montgomery County Historical Society, and at several county libraries. Program dates: June 15–July 4, 1991

Family group at Betterton Beach, Idlewild Spring. Photo courtesy of the Maryland State Archives. Robert G. Merrick Archive MSA-SC-1477-5268.



**#079-M "A Legacy of Tolerance: Religious Milestones in Maryland's History"**  
Har Sinai Congregation  
Award: \$8,438 outright funds  
(301) 764-2882

A public symposium and exhibit will examine the history of religious toleration in Maryland. The exhibit will focus on Baltimore in the mid-19th-century and on the history of the Har Sinai Congregation. The symposium will feature three speakers who will discuss the significance of several religious institutions in Maryland, including the Catholic Diocese, the American branch of Methodism, Reform Judaism, African-Methodism, and others. Exhibit: October 24, 1991–March 30, 1992; Symposium: November 24, 1991

**#080-M "Individual Liberties and the Bill of Rights"**  
College of Notre Dame of Maryland  
Award: \$13,815 outright funds, \$900 matching funds  
(301) 435-0100

A two-week institute for thirty-five middle and high school teachers will focus on individual liberties and the Bill of Rights. The institute will combine lectures, informal discussions, methods and materials seminars, and field trips. Two evening lectures by eminent scholars will be open to the public. Institute: June 17–28, 1991; Evening lectures: June 20 and 27, 1991

**#082-M "Peter Taylor Symposium"**  
Essex Community College  
Award: \$4,000 outright funds

A two-day symposium examined the work of Pulitzer Prize winning author Peter Taylor. Scholars discussed the themes of Taylor's works which address changes in value systems, deteriorating family structures, and the changing role of women in industrialized society.

**#084-M "Mrs. Powers and Miss Smith: A Film on Southern Cultural History"**  
University of Maryland, The Visual Press  
Award: \$8,000 outright, \$2,756.25 matching funds

Council funds support pre-production of a sixty- to ninety-minute dramatic film examining the culture and history of skilled African American women and their relationship to middle and upper class white society in the 19th-century South. The project focuses on Harriet Powers, an ex-slave whose quilts hang in major museums today, and Jennie Smith, an artist and teacher responsible for preserving Powers' work.

**#086-M "On One Accord: The History and Practice of Afro-Methodist Singing and Praying Bands of Maryland and Delaware"**  
Department of Housing and Community Development, Division of Historical and Cultural Programs  
Award: \$3,282.60 matching funds

Audio recordings of a complete service of the Afro-Methodist Singing and Praying bands in Maryland, Delaware and Virginia were produced, along with a booklet explaining the context, history, and performance practice of the bands. A panel discussion addressed themes such as the development of antebellum folk religion, the fusion of African belief systems with Christianity, and the history of the singing and praying bands.

**#087-M "Religious Intolerance in Western Culture: A Jewish-Christian Dialogue on Bach's St. Matthew Passion"**  
Institute for Christian-Jewish Studies  
Award: \$1,400 outright, \$1,600 matching funds

An evening symposium examined how our cultural expressions can reinforce stereotypes and religious intolerances. An art historian, music historian, and theologian discussed ways in which Christians have portrayed Jews in music and art and focused specifically on Bach's *St. Matthew Passion*.

**#090-M "Smith Island"**  
Crisfield-Smith Island Cultural Alliance, Inc.  
Award: \$8,100 outright, \$12,150 matching funds

Three, five to seven-minute video vignettes will be produced about Smith Island, a unique community that has been geographically and culturally isolated for centuries. The videos will examine the natural and built landscapes, the work of the watermen, and religious life. The videos will be a permanent installation in the Island's visitors' center.

**#092-M "Community Programs 1991"**  
Howard County Poetry and Literature Society  
Award: \$4,374 outright, \$6,760 matching funds  
(301) 730-7524

A series of sixteen events explore a variety of writers and literary forms. Speakers include National Poet Laureate Mark Strand, former Maryland Poet Laureate Lucille Clifton, and Librarian of Congress Emeritus Daniel Boorstin. Among the varied events will be an evening of African films, a dramatic presentation of the "Belle of Amherst," poetry readings, and Irish music and poetry. Program dates: February–December 1991

**#093-M "Other Voices: American Women Writers of Color"**  
Salisbury State University  
Award: \$4,000 outright funds  
(301) 543-6445

Two evening lecture/discussions by four women writers of color (Black, Latino, Native American, and Asian American) will address issues of gender and cultural values and how these issues find expression in literature. May 28 and 29, 1991

**#095-M "Ethical Issues for Public Policy in the 21st Century"**  
University of Maryland, Philosophy and Public Policy Institute  
Award: \$5,697 outright funds  
(301) 405-4766

A special issue of the quarterly publication, *Philosophy and Public Policy*, will be dedicated to ethical problems facing policy-makers in the next century. Articles by scholars in philosophy will include: "Multicultural Education," "Reflections on the Bill of Rights," "Environmentalism and the 21st Century," and "Ethical Issues in Genetic Risk Counseling." Publication: September 1991



# Contributors

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In Fiscal Year 1990, Maryland Humanities Council Board Members contributed 1,215 hours of uncompensated time to planning and policy-making, reviewing proposals, representing the Council at state-wide and national meetings, and assisting with fundraising efforts.

*\*The Council is particularly grateful to J. Elizabeth Garraway for her generous contribution for the Council's purchase of a fax machine.*

*Contributions to Council-sponsored Programs in Fiscal Year 1990 totaled \$134,943*

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## Thanks!

The work of the Maryland Humanities Council would not be possible without the continuing and dedicated efforts of the members of the Council, a Board comprised of distinguished and dedicated citizens; the project directors who conceive, develop, and carry out public programs; the enthusiastic audiences who attend these programs; you, the readers of Maryland Humanities; and the contributors who believe in the Council's work and support it with their time and financial donations.

### DONATION FORM

\_\_\_\_\_ I wish to make a contribution toward this publication and the work of the Maryland Humanities Council.

\_\_\_\_\_ \$25    \_\_\_\_\_ \$50    \_\_\_\_\_ \$100    \_\_\_\_\_ Other

\_\_\_\_\_  
 Name

\_\_\_\_\_  
 Street

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 City

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 State

\_\_\_\_\_  
 Zip Code

Return form to: Maryland Humanities Council, 516 N. Charles Street, Suite 102,  
 Baltimore, Maryland 21201

Your tax-deductible contribution helps to ensure that public programs in the humanities continue throughout the state of Maryland. Furthermore, every dollar you contribute is worth two, as each can be matched by U. S. Treasury Funds through a federal gift and match program.



## Films and Videos Available

The Maryland Humanities Council, as part of its mission to bring cultural programs to the people of Maryland, funds and purchases films, videotapes, and slide shows, and makes them available through the Enoch Pratt Free Library and the interlibrary loan system. To obtain any of these films, videocassettes, or slide/tape shows, please call Marc Sober at the audiovisual department of the library at (301) 396-4616.

**Washington Grove: Town Within a Forest** Established in 1873 as a Methodist summer camp, Washington Grove may be the only community in Maryland to dedicate more of its 200 acres to wilderness preservation than to urban development. This documentary depicts the unique history, participatory form of government, and development of the town. (28.50 minute VHS videocassette)

**Humanities and the Stars: Interpreting the Astronomy and Mythology of Other Cultures** Program brochures, cassette tapes, and slide sets explore astronomy and mythology as seen by Chinese, Egyptians, Eskimos, Hindus, Babylonian-Assyrians, Greeks, Contemporary Science, Plateau Indians of the Northwest, British Celts, Norse, Maya, and Polynesian-Hawaiians. (Science Center, Eastern Washington University and the National Endowment for the Humanities, 1986, 32-43 minutes and 50-105 slides per set)

**The Screen Painters** This locally produced documentary examines the fading Baltimore art of screen painting in the City's rowhouses of East Baltimore. It features interviews with the screen painters discussing their unique craft. (NPA, Baltimore Traditions, 1988, 28-minute film)

**The American Short Story—Series I and II** Critically acclaimed film adaptations of 17 great American short stories include Ernest Hemingway's *Soldier's Home*, Willa Cather's *Paul's Case* and F. Scott Fitzgerald's *Bernice Bobs Her Hair*, among others. (Learning in Focus, Inc. and the National Endowment for the Humanities, 1979, approximately 40-minute films)

**The Constitution: That Delicate Balance** This 13-part videotape series features public figures debating hypothetical situations relevant to today's society and current interpretation of the United States Constitution. (Media and Society and WNET/New York, 1984, approximately 60-minutes each)

**The Shared Experience** Dr. Lewis Thomas, author of *Lives of the Cell*, explores the biological basis for culture; Alexander Marshack talks about the mind of Ice Age man; and John Kenneth Galbraith discusses contemporary issues. (Michael Lawrence Film Production, 1977, 28-minute film)

**The Man Who Loved the Stars: The Life of Benjamin Banneker** portrays an imaginary day in the life of Benjamin Banneker, the first black American scientist of note. Banneker was born, lived, and died in Baltimore. (Catonsville Historical Society, 1977, 58-minute film)

**Deal Island** focuses on the heritage, current conditions, and prospects of Deal Island, Somerset County, Md. (Deal Island Regional Bicentennial Committee, 1977, 20-minute slide/tape)

**Black Politics in Maryland** describes the political climate in Maryland from 1870 to 1895 and the role Blacks played in politics after the Civil War. (Dual Image, 1977, 16-minute film)

**A New World from the Ashes of the Old** explores the history of unions at Bethlehem Steel Sparrow's Point plant, utilizing extensive photos of the early company town. (Essex Community College, 1979, three 40-minute slide/tapes)

**Chesapeake Horizons** examines problems of the Chesapeake Bay and the ways in which these problems are being solved. (Chesapeake Bay Foundation, 1981, 60-minute documentary film)

**The Work of Peace (Treaty of Paris)** dramatizes the tense negotiations behind the Treaty which ended the American Revolution in 1783. (The Smithsonian Institution, 1984, 30-minute film and videocassette.)

**A Village in Baltimore** portrays three generations of Greek women and their assimilation into American society in the Greek section of Highlandtown. (Pandodecanesian Association, 1980, 60-minute documentary film)

**Jazz Hooper** documents the artistry of the beloved Baltimore-born black dancer, "Baby Laurence," legendary master of tap dance. (H-D Productions, 1981, 30-minute film)

**Museum** presents behind-the-scenes activity at Baltimore's Walters Art Gallery. (Goodfilm Company, 1979, 30-minute film)

**Mind of Music** celebrates the impact of music on peoples' lives, with penetrating comments from composers, performers, and teachers, images of students and professional musicians, and an interview with Yehudi Menuhin. Filmed at the Peabody Conservatory of Music. (Michael Lawrence, 1980, 29-minute film)

**The Odyssey of Maryland Indians** presents the prehistory, history, and current activities of Maryland's Indian population. (Maryland Historical Society, 1982, filmstrip/cassette)

**A Fatal Beauty** is a study of the Potomac River and the cultural landscape and land use in the Potomac Piedmont. (Sugarloaf Regional Trails, 1981, 19-minute film)

**Strictly a Milltown Band** The Daniels Community Band, one of the few Mill Town Bands still in existence, is portrayed playing bandstand music at festivals in the center of town. (Howard County Public Library, 1982, 19-minute videocassette)

**The Founding of the Colony** documents the growth of American historiography as exemplified by the work of Dr. Herbert Baxter, founder of the history department of The Johns Hopkins University. (The Peabody Institute, 1984, slide/tape)

**Maryland: Chapter and Verse** Hosted by radio/television personality Larry Lewman, these programs examine the literary achievements of Maryland authors, including Dashiell Hammett, F. Scott Fitzgerald, Ogden Nash, Lucille Clifton, Carl Bode, and other notable figures. (Maryland Public Television, 1984, thirteen 30-minute videocassettes)

**Maryland Minutes** celebrates 350 years of Maryland history and heritage. (WBAL/TV and Equitable Bank, 1984, eight 60-second TV spots on one videocassette)

**Potomac** depicts the history and beauty of the Potomac River, and the cultural impact of the river on the life of those who have lived or now live on its banks. (Sugarloaf Regional Trails, 1985, 50-minute documentary film)

**Havre de Grace: A Trip Through Time** depicts the charm of Havre de Grace, a historic and commercially enterprising city located at the confluence of the Susquehanna and Chesapeake Bay. (Harford Community College, 1986, videocassette)

**Long Shadows: The Legacy of the Civil War** is a retrospective documentary on the Civil War, graphically depicting the ways that "this first modern war" profoundly affected our nation. (James Agee Film Project, 1987, videocassette)

**Camp David** is an unprecedented look behind the scenes at the famous presidential hideaway in rural Thurmont, Maryland, from the time of Franklin Roosevelt through the Reagan administration. This film features interviews with H.R. Haldeman, David Eisenhower, Julie Nixon Eisenhower, James Baker, and other past presidential advisors, aides, and friends. (Maryland Public Television, 1987, 60-minute videocassette)

**New Towns** explores mid-twentieth-century New Towns, including Columbia and Greenbelt, as contemporary expressions of the traditional American pioneering urge to build a new world. (WETA-TV, 1987, 60-minute film and videocassette)

**Roots of Resistance: A Story of the Underground Railroad** documents the movement of southern slaves to the north and events leading to the Civil War and features Maryland's participation in the national slavery debate. (WGBH Public Television, The American Experience project, 1990, 60-minute film)

**The Writing Life** is a series of six interviews with authors and translators conducted as part of a cable television series sponsored by the Howard County Poetry and Literature Society. Included in the series are: *Saul Bellow at Ease* (1986, 56 minutes), *An Afternoon with Seamus Heaney* (1988, 60 minutes), *Bedford Reads Wilbur's Moliere* (1988, 60 minutes), *Richard Wilbur on his Translations* (1988, two 30-minute segments), *Poetry and Perestroika* (1988, 60 minutes), and *Introducing Grace Paley* (1988, 30 minutes).

## Notices

### Bill of Rights Programming

#### Call for Proposals

To commemorate the 200th anniversary of the passage of the first ten amendments to the U.S. Constitution, the Maryland Humanities Council invites proposals for programs which explore the impact of the Bill of Rights on all aspects of American culture and life. The Council seeks proposals covering the whole range of philosophical, literary, historical, and political origins of the Bill of Rights; on the relation of the amendments to American political, social and intellectual life; on the Bill of Rights and the individual citizen; on the balance of rights and protections with civic responsibility; and other appropriate humanities themes and approaches.

#### Education Collaborative

The Bill of Rights Education Collaborative, a joint project of the American Historical Association and the American Political Science Association, is sponsoring a series of special initiatives in 1991-92 to strengthen pre-collegiate education about constitutional rights. For a brochure describing the programs and application procedures, write: The Bill of Rights Education Collaborative, 1527 New Hampshire Avenue, N.W., Washington, DC 20036. Deadline for the next grant competition is August 15, 1991; awards will be made October 1, 1991.



### Constitution/Bill of Rights Exhibits Available Through MHC

Exhibits on the Constitution and the Bill of Rights are available through the Maryland Humanities Council. *The Blessings of Liberty*, celebrates the Bicentennial of the U.S. Constitution. Its 12 panels cover topics such as the Articles of Confederation, the anti-Federalist argument, ratification, and the Bill of Rights. *To Preserve These Rights*, another 12-panel exhibit, features the text of the Bill of Rights, graphics, captioned photographs, and commentary from well-known scholars, jurists, and statesmen.

Both exhibits consist of posters mounted on three lightweight kiosks, each kiosk measuring 6 feet in height and 33 inches square. Institutions and organizations who wish to borrow these exhibits may call or write the Maryland Humanities Council. There is no charge for use of the exhibit other than UPS shipping charges.

### Civil War Series Available through MHC

Ken Burns's highly acclaimed series *The Civil War* is available for loan from the Maryland Humanities Council. The nine videocassettes include some 900 first person quotes from segments of Civil War letters, diaries, memoirs, and thousands of authentic photographs. The war's impact is explored through the intertwining of the lives and reflections of such prominent figures as Abraham Lincoln, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, and diarists Mary Chestnut and George Templeton Strong with the experiences of ordinary citizens—northerner and southerner, male and female, black and white.

There is no charge for use of the videotapes other than shipping charges. Institutions and organizations wishing to borrow the series may call or write the Maryland Humanities Council (address and phone number on back cover).

*Ulysses S. Grant, from the series The Civil War by Ken Burns.*

## Challenges and Choices for the 21st Century

Under its special initiative "Challenges and Choices for the 21st Century," the Maryland Humanities Council invites proposals for programs that explore questions of values underlying our choices in education and in civic and community life. The Council seeks to encourage humanities scholars (in ethics, literature, political theory, comparative religion, history and other fields in the humanities) to enter into a dialogue with the general public and with teachers, parents and others who educate the next generation.

**FORMATS:** The Council encourages innovative, as well as traditional, formats and approaches, such as reading-discussion sessions, town meetings, and public forums.

**TOPICS:** Areas that might be addressed include, but are not limited to: defining the community in a pluralistic society; civic values, virtues and responsibility; competing claims of rights, privileges, and society; individualism and community; Bill of Rights issues; ethical dilemmas: science, technology; and choice; ethics of everyday life; education: who owns the schools?

**WHO MAY APPLY:** Civic and community associations, libraries, educational agencies or organizations, interfaith groups, PTAs, school boards, teachers of teachers, churches, museums and historical societies, institutions of higher learning, state and local governments, and other nonprofit organizations are invited to apply for these competitive grants.

**TO APPLY:** For further information, deadlines, or to discuss your ideas, call or write the Maryland Humanities Council, 516 N. Charles Street, Suite 102, Baltimore, MD 21201, (301) 625-4830.



# Analysis of Maryland Humanities Council Programs

For the Period  
January 1, 1990–  
December 31, 1990

Grant Types	%
Minigrants	44.15
School Grants	6.49
Regular Grants	49.35

Awards for minigrants and school grants averaged \$1,200. Regular grant awards averaged \$5,000.

Sponsors	%
Colleges and Universities	41.23
Primary and Secondary Schools	6.18
Cultural/Community Organizations	11.34
Museums and Libraries	18.55
Historical Organizations	8.24
Professional/Governmental Organizations	4.12
Radio/Television/Film	6.18
Other	4.12

Total Number of Projects Funded 77

## Funding:

Outright	\$194,169.30
Gifts and Matching	\$199,443.75

Program Formats	%
Exhibits, Tours, Site Interpretations	15.32
Lectures, Discussions, and Guides	26.61
Film, Video, Radio	6.45
Living and Oral Histories	7.25
Conferences, Seminars and Workshops	15.32
Film and Book Discussions	7.25
Publications	10.48
Teachers Institutes	8.87
Other Formats	2.41

## Program Sites



## Multi-regional Programs

Statewide	2
Nationwide	2

# Annual Review of Projects Funded

November 1, 1989–  
October 31, 1990

## MINIGRANTS

**#634-K** Folkllore, Fantasy and Storytelling—Links of Creativity in the Human Imagination (Conference)  
Recipient: Friends of the Library, Montgomery County  
Award: \$1,000 outright funds

**#637-L** George Washington History Lesson (Discussion guide, In-school project)  
Recipient: Maryland Office for the Bicentennial of the U.S. Constitution and Mount Vernon Ladies' Association  
Award: \$1,200 outright funds

**#639-L** The Age of Booker T. Washington (Conference)  
Recipient: University of Maryland, College Park  
Award: \$600 outright

**#640-L** History of Frederick City and Maryland (In-school project)  
Recipient: The Banner School  
Award: \$1,200 outright funds

**#642-L** The Supreme Court in A Democratic Society—A Conference in Celebration of the Constitution (Lecture/discussion, Workshop)  
Recipient: Historic Baltimore Society, Inc. and Maryland Historical Society  
Award: \$600 outright funds

**#643-L** 1990 Series on African-American History and Culture (Exhibit, Lecture/discussion)  
Recipient: Washington College  
Award: \$1,200 outright funds

**#648-L** A Road on Water: Educational Videotape (Video)  
Recipient: Susquehanna Museum of Havre de Grace, Inc.  
Award: \$1,200 outright funds

**#649-L** The People of Furnace Town (Lecture/discussion)  
Recipient: Furnace Town Foundation, Inc.  
Award: \$1,172 outright funds

**#650-L** Published Centennial History of Glen Echo Park (Print media)  
Recipient: The Glen Echo Park Foundation  
Award: \$1,200 outright funds

**#651-L** Young Cecil County Scholars: Special Resource Studies to Deliberate 20th-Century questions about 18th-Century Lifestyles in Maryland (In-school project, Site interpretation/tour)  
Recipient: Bohemia Manor High School, Grade 8 English  
Award: \$985 outright funds

**#652-L** Conference Celebrating the Contribution of Black Maryland Women in Politics, the Arts and History (Panel discussion)  
Recipient: Community College of Baltimore  
Award: \$1,200 outright funds

**#653-L** Tapestry of Talent Student Storytelling Festival of Western Maryland (Workshop)  
Recipient: Frostburg State University  
Award: \$600 outright funds

**#654-L** Maryland Day Seminar: The Architect in Maryland (Seminar)  
Recipient: Maryland Historical Society  
Award: \$1,200 outright funds

**#657-L** Effects of the Coming of the Railroad on Lower Delmarva (Lecture/discussion)  
Recipient: Westside Historical Society  
Award: \$120 outright funds

**#658-L** Jews of the Old World and the New: Folk Art Puppets for Children and Adults (Historical dramatization)  
Recipient: The Jewish Historical Society of Maryland  
Award: \$1,200 outright funds

**#659-L** Challenges and Choices for the Law in the 21st Century (Panel discussion)  
Recipient: Hagerstown Junior College  
Award: \$1,057 outright funds

**#660-L** Truths to Tell (Workshop)  
Recipient: Antietam Review  
Award: \$700 outright funds

**#661-L** Seminar on Soviet Politics, History and Culture (Seminar)  
Recipient: Coppin State College  
Award: \$1,200 outright funds

**#662-L** Focus: Frederick (Exhibit)  
Recipient: Historical Society of Frederick County, Inc.  
Award: \$1,026 outright funds

**#664-L** From the Old Country to the New (Workshop, Lecture/discussion)  
Recipient: Deep Creek Lake—Garrett County Promotional Council  
Award: \$1,115 outright funds

**#667-L** Shakespeare Workshop (In-school project, Workshop)  
Recipient: Baltimore Polytechnic Institute  
Award: \$1,197 outright funds

**#670-L** Attending to Women in England: 1500–1650 (Lecture/discussion)  
Recipient: Center for Renaissance and Baroque Studies, UMCP  
Award: \$1,200 outright funds

**#671-L** Summer Seminar on the Middle East for Secondary School Teachers (Teachers' seminar)  
Recipient: South East Regional/Middle East and Islamic Studies Seminar  
Award: \$1,200 outright funds

**#672-L** Breaking the Silence: Black Voices in the Diaspora: African-American, Caribbean and African Literature (Conference)  
Recipient: Zora Neale Hurston Society, Morgan State University  
Award: \$1,200 outright funds

**#673-L** Mapping Delmarva's Past (Exhibit, Print media, Lecture/discussion)  
Recipient: Research Center for Delmarva History and Culture, Salisbury State University  
Award: \$1,188 outright funds

**#674-L** Film, Television and Oral History: The Image as Artifact (Film discussion, Lecture/discussion)  
Recipient: Salisbury State University  
Award: \$550 outright funds

**#675-L** The Shakespeare Project (Lecture/discussion, Performance)  
Recipient: Prince George's Community College  
Award: \$1,000 outright funds

**#677-L** Maryland's Heritage (Lecture/discussion, Exhibit)  
Recipient: Caroline County Public Library  
Award: \$576.30 outright funds

**#678-L** A Cooperative Intergenerational Writing Adventure Between Student Volunteers and the Elderly (Oral history/interviews, Print media)  
Recipient: Sherwood High School  
Award: \$1,175 outright funds

**#679-K** Infusing African-American Ethnic Studies into K–12 Social Studies Instruction (Teachers' Institute)  
Recipient: Howard County Public School System  
Award: \$1,200 outright funds

**#682-L** Cover to Cover: A Reading Discussion Program (Book discussion)  
Recipient: Howard County Library  
Award: \$1,200 outright funds

**#683-L** A State Divided: Maryland in the Civil War (Video)  
Recipient: Maryland Public Television  
Award: \$1,200 outright funds

**#684-L** The Arts in Colonial Annapolis (Lecture/discussion)  
Recipient: Historic Annapolis Foundation  
Award: \$450 outright funds

**#687-L** Winds of Change: Revolution in the USSR and Eastern Europe (Lecture/discussion)  
Recipient: Howard County Library  
Award: \$750 outright funds

**#688-L** Bringing the Past to Life: What and How County Historical Museums Do It (Lecture/discussion)  
Recipient: National Capital Historical Museum of Transportation  
Award: \$500 outright funds

**#689-K** Hispanic Literature at Public Libraries (Book discussion)  
Recipient: REFORMA, Washington Metropolitan Chapter  
Award: \$1,200 outright funds

**#690-L** The Oral Tradition (In-school project)  
Recipient: Stone Ridge Country Day School of the Sacred Heart  
Award: \$455 outright funds

**#691-L** Stories for Environmental and Global Awareness (Conference)  
Recipient: American Association of University Women of Garrett County  
Award: \$1,200 outright funds

**#693-K** Demystifying the Theories of Evolution and Relativity: A Humanistic Approach (Lecture/discussion)  
Recipient: University of Maryland College Park, Committee on the History and Philosophy of Science  
Award: \$1,200 outright funds

**#694-L** Sherman-Fisher-Shellman House Re-Interpretation Project (Print media, Exhibit)  
Recipient: Historical Society of Carroll County, Inc.  
Award: \$1,200 outright funds





*Family group by Henry Rinn, Jr  
Photo courtesy of the Maryland  
State Archives Robert G. Merrick  
Archive MSA SC 14-5283*

**#695-L Hospice and Spirituality**  
(Workshop)  
Recipient: Salisbury State University,  
Philosophy Department  
Award: \$1,200 outright funds

**#696-L Vietnam: Another View**  
(Lecture/discussion, Panel  
discussion)  
Recipient: Frostburg State University,  
United Campus Ministry/Public  
Affairs Institute  
Award: \$1,200 outright funds

**#699-L Hungarian Photography in  
Historic Context**  
(Lecture/discussion)  
Recipient: Salisbury State University  
Gallery  
Award: \$582 outright funds

**#702-L Investigating Inventions**  
(In-school project)  
Recipient: The Banner School  
Award: \$1,200 outright funds

**#703-M Electronic Music:**  
*Yesterday, Today, and Tomorrow*  
(Lectures)  
Recipient: Res MusicAmerica, Inc.  
Award: \$1,200 outright funds

**#704-M History and Literature in  
Howard County**  
(Lecture Series)  
Recipient: Howard County Library  
Award: \$1,200 outright funds

**#705-M Go Global! at Artscape**  
(Dramatic Performances)  
Recipient: Baltimore's Festival of the  
Arts, Inc.  
Award: \$1,200 outright funds

**#706-M The African Diaspora—  
Teaching the Children**  
(In-school Project)  
Recipient: Office of Foreign  
Language, Division of Instruction,  
Baltimore City Public Schools  
Award: \$1,200 outright funds

**#707-M Maryland Day Seminar—  
'The Writer in Maryland'**  
(Seminar)  
Recipient: Maryland Historical  
Society  
Award: \$1,200 outright funds

**#709-M Winter Lecture Series:**  
*'The Maryland Home, 1770–1775'*  
(Lecture Series)  
Recipient: Hammond-Harwood  
House Association, Inc.  
Award: \$1,200 outright funds

**#710-M Maryland and the Civil War**  
(Seminar)  
Recipient: Maryland State Archives  
Award: \$1,200 outright funds

**#711-M 'The Ugly Arab'—Anti-Arab  
Stereotyping in the U.S. Mind—Set**  
(Lecture)  
Recipient: Frostburg State University  
Award: \$925 outright funds

#### REGRANTS

**#030-L Africa for Americans:**  
*A Symposium*  
(Lecture/discussion, Audience  
discussion)  
Recipient: St. Mary's College of  
Maryland  
Award: \$6,400 outright funds,  
\$3,600 matching funds

**#032-L Historic Archaeology and  
African American Heritage in  
Annapolis: A Program of Public  
Interpretation for the Community**  
(Site interpretation/tour)  
Recipient: Historic Annapolis  
Foundation  
Award: \$3,000 outright funds,  
\$12,000 matching funds

**#033-L Community and Industry:**  
*A Century of Interaction*  
(Lecture/discussion, Performance,  
Oral History/interviews)  
Recipient: Dundalk Community  
College  
Award: \$4,125 outright funds

**#034-L Before You Can Say Jackie  
Robinson: The History of Black  
Baseball in Maryland and America  
in the Era of the Color Line,  
1885–1950**  
(Conference, Exhibit)  
Recipient: Enoch Pratt Free Library  
and WBAL-TV  
Award: \$11,500 outright funds

**#035-L Olivier's Masterworks:**  
*Shakespeare on Film*  
(Lecture/discussion)  
Recipient: Maryland Arts Festival,  
Towson State University  
Award: \$1,753 outright funds

**#036-L Ndebele Beadwork:**  
*High Culture on the Run*  
(Exhibit, Print media, Seminar)  
Recipient: The Baltimore Museum of  
Art  
Award: \$2,500 outright funds

**#039-L Steps in Time:**  
Scenes from 1840 Baltimore  
(Historical dramatization, Audience  
discussion, Teachers' Institutes/  
Seminars)  
Recipient: Baltimore City Life  
Museums  
Award: \$3,700 outright funds,  
\$6,300 matching funds

**#042-L High School Faculty  
Seminar: Education, Democracy and  
the Modern World**  
(Teachers' Seminars)  
Recipient: Washington College  
Award: \$5,000 outright funds,  
\$7,500 matching funds

**#045-L Public Interpretation of  
Agricultural History**  
(Site Interpretation/tour, Lecture/  
discussion, Print media)  
Recipient: Friends of the Jefferson  
Patterson Park and Museum  
Award: \$5,000 outright funds

**#047-L Columbia Comes of Age**  
(Planning grant, Video)  
Recipient: Howard Community  
College  
Award: \$2,712 outright funds

**#048-L/M Interpretive Programs for  
the Exhibition Islamic Art and  
Patronage: Masterpieces from the  
Kuwait National Museum**  
(Lecture/discussion, Seminar)  
Recipient: Walters Art Gallery  
Award: \$8,889 outright funds,  
\$9,000 matching funds

**#050-L Dreams Deferred:**  
**Perspectives on Race Relations**  
(Lecture/discussion, Print media)  
Recipient: Milton S. Eisenhower  
Symposium of the Johns Hopkins  
University  
Award: \$2,500 outright funds

**#052-L A Priceless Legacy: Charles  
Carroll of Carrollton's Papers and  
the History of Maryland**  
(Exhibit)  
Recipient: Maryland State Archives  
Award: \$5,000 outright funds,  
\$11,400 matching funds

**#053-L Masks and Myths**  
(Lecture/discussion, Teachers'  
Institute)  
Recipient: Prince George's  
Community College  
Award: \$7,290 outright funds

**#055-L The American Mystery  
Novel, 1960–1990**  
(Book discussion)  
Recipient: Prince George's County  
Memorial Library System  
Award: \$2,543 outright funds

**#057-L/M Let's Talk About It on the  
Eastern Shore**  
(Book discussion)  
Recipient: Eastern Shore Regional  
Library  
Award: \$17,022 outright funds

**#058-L Charting the Chesapeake,  
1590–1990**  
(Exhibit, Print media, Lecture/  
discussion)  
Recipient: Calvert Marine Museum  
Award: \$10,000 outright funds

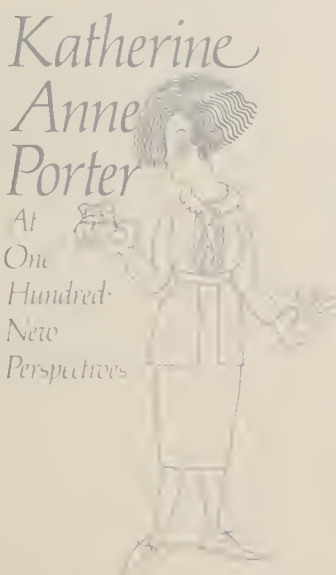
**#059-L Rebuilding the Temple:  
Cambodians in America**  
(Video)  
Recipient: Refugee Resettlement  
Program/Roman Catholic Diocese  
Award: \$3,000 outright funds

**#064-L Notable Black Women of  
Maryland**  
(Lecture/discussion, Radio, Panel  
discussion)  
Recipient: Department of Social  
Studies, University of Maryland  
Eastern Shore  
Award: \$8,000 outright funds

**#065-L Carmelite Bicentennial—  
Interpretive Exhibit and Publication  
of the Diary of Clare Joseph  
Dickerson**  
(Exhibit)  
Recipient: Carmelite Sisters of  
Baltimore  
Award: \$1,000 outright funds

**#066-L Katherine Anne Porter at  
One Hundred**  
(Exhibit, Lecture/discussion)  
Recipient: University of Maryland at  
College Park Libraries  
Award: \$2,750 outright funds

*A caricature of Katherine Anne  
Porter by the Mexican caricaturist  
Miguel Covarrubias*



**#067-L Columbus—His World and  
Ours**  
(Teachers' Institute/seminar)  
Recipient: Salisbury State University  
Award: \$7,379 outright funds

**#068-L/M Delightful Diversions: A  
History of Dance and Music in Early  
Maryland**  
(Performance, Lecture/discussion)  
Recipient: Goucher College, Dance  
Department  
Award: \$7,543 outright funds,  
\$1,200 matching funds

**#069-L/M Edgar Allan Poe:  
Architect of Dreams**  
(Film production, Film discussion)  
Recipient: Viewfinder Films  
Award: \$3,000 outright funds,  
\$3,000 matching funds

**#070-L/M Between Two Worlds:  
Native American Cultures**  
(Exhibit, Panel discussion, Print  
media)  
Recipient: Hood College  
Award: \$7,500 outright funds,  
\$600 matching funds

**#072-L/M Glen Echo Park  
Centennial Exhibit: National  
Chautauqua Through Amusement  
Park**  
(Exhibit)  
Recipient: Glen Echo Foundation  
Award: \$5,000 outright funds,  
\$600 matching funds

**#074-L/M Changing Shores:  
Exploring Rural Community  
Changes on Maryland's Eastern  
Shore**  
(Video)  
Recipient: The Walkabout  
Foundation, Inc.  
Award: \$3,649 outright funds

**#075-L/M Connections for the  
Nineties**  
(Lecture/discussion, Print media)  
Recipient: Charles County  
Community College  
Award: \$3,921 outright funds,  
\$750 matching funds

**#076-L The First Liberty: Does  
Religion Have a Place in the Public  
School Curriculum?**  
(Lecture/discussion, Teachers'  
Institute)  
Recipient: Salisbury State University  
Award: \$3,280 outright funds

**#079-M A Legacy of Tolerance:  
Religious Milestones in Maryland's  
History**  
(Symposium, Exhibition)  
Recipient: Har Sinai Congregation  
Award: \$8,438 outright funds

**#080-M Individual Liberties and the  
Bill of Rights**  
(Teachers' Institute)  
Recipient: College of Notre Dame of  
Maryland  
Award: \$13,815 outright funds,  
\$900 matching funds

**#082-M Peter Taylor Symposium  
(Symposium)**  
Recipient: Essex Community College  
Award: \$4,000 outright funds

**#084-M Mrs. Powers and Miss  
Smith: A Film on Southern Cultural  
History**  
(Film)  
Recipient: University of Maryland,  
The Visual Press  
Award: \$8,000 outright funds,  
\$2,756.25 matching funds

**#086-M On One Accord: The  
History and Practice of Afro-  
Methodist Singing and Praying  
Bands of Maryland and Delaware**  
(Recordings, Panel Discussions)  
Recipient: Department of Housing  
and Community Development,  
Division of Historical and Cultural  
Programs  
Award: \$3,282.60 matching funds

**#087-M Religious Intolerance in  
Western Culture: A Jewish-Christian  
Dialogue on Bach's St. Matthew  
Passion**  
(Symposium)  
Recipient: Institute for Christian-  
Jewish Studies  
Award: \$1,400 outright funds,  
\$1,600 matching funds

**#090-M Smith Island**  
(Video)  
Recipient: Crisfield-Smith Island  
Cultural Alliance, Inc.  
Award: \$8,100 outright funds,  
\$12,150 matching funds

**#092-M Community Programs 1991  
(Literary Events)**  
Recipient: Howard County Poetry  
and Literature Society  
Award: \$4,374 outright funds,  
\$6,760 matching funds

**#093-M Other Voices: American  
Women Writers of Color**  
(Lecture/discussion Series)  
Recipient: Salisbury State University  
Award: \$4,000 outright funds

**#095-M "Ethical Issues for Public  
Policy in the 21st Century"**  
(Publication)  
Recipient: University of Maryland,  
Philosophy and Public Policy  
Institute  
Award: \$5,697 outright funds





*Apparatus for dusting and spraying potatoes, 1925. Photo courtesy of the Maryland State Archives, Robert G. Merrick Archive, MSA-SC-1477-6602.*

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## MARYLAND HUMANITIES

Maryland Humanities Council  
516 N. Charles Street  
Suite 102  
Baltimore, Maryland 21201  
(301) 625-4830

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# HUMANITIES

The humanities include but are not limited to: history, philosophy, language—both modern and classical, literature, linguistics, archaeology, jurisprudence, ethics, comparative religion, the history, theory and criticism of the arts, and those aspects of the social sciences which have humanistic content and employ historical or philosophical approaches. These disciplines help us to know ourselves and to know what it is to be human. To public programs in these areas we pledge our support. **The Maryland Humanities Council, an affiliate of the National Endowment for the Humanities.**



## Challenges and Choices for the 21st Century

### *A Special Issue on Education*

Tyrannical Machines—  
A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right

*by Dr. Lynne V. Cheney*

Inferences for the Twenty-First Century

*by Dr. Freeman A. Hrabowski, III*

Community Conversations:  
A New Series of Model Programs

Educating for Democracy in the Modern World: A Model Program for Teachers Institutes

Conference Registration





# Tyrannical Machines

—A Report on Educational Practices Gone Wrong  
and Our Best Hopes for Setting Them Right

*The institutionizing on a large scale of any natural combination of need and motive always tends to run into technicality and to develop a tyrannical Machine with unforeseen powers of exclusion and corruption.*

—William James, March 1903

Dr. Lynne V. Cheney, Chairman of the National Endowment for the Humanities, has been one of the major proponents of education reform in recent years. In 1990 Dr. Cheney published *Tyrannical Machines*, a report which "describes educational practices gone wrong and considers some of the most important work under way to set them right." The following article is excerpted from *Tyrannical Machines*.

Single copies of *Tyrannical Machines: A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right* (1990) and other reports by Dr. Cheney are available free from the Office of Publications and Public Affairs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. Other reports by Dr. Cheney include: *American Memory: A Report on the Humanities in the Nation's Public Schools* (1987), *Humanities in America: A Report to the President, the Congress, and the American People* (1988), *50 Hours: A Core Curriculum for College Students* (1989), and *National Tests: What Other Countries Expect Their Students to Know* (1991).

Time and again, reformers have pointed out the failings of American education. They have cited its unsuccessful practices repeatedly—and quite often futilely. Even when reformers have built consensus on a matter—that we do not train our teachers properly, for example—practice has frequently changed only at the margins. How is it that we can so often see where we are going wrong and yet be unable to change direction? Indeed, how is it that we get off track in the first place?

Philosopher William James might have blamed what he called "institutionizing on a large scale." As James described it, ways of doing things that are well justified in the beginning tend, when established widely, to become "tyrannical machines."<sup>1</sup> Practices that began by filling needs become detached from their original purposes, even counter-productive to them. Having been adopted on a large scale, however, these practices take on a power of their own. We force prospective schoolteachers to take education courses that waste their time. We place expectations on college and university faculty members that discourage them from devoting time to students and the classroom. Thoughtful teachers and faculty members, as well as concerned administrators, chafe under these regimes; but the machines, larger than any individual school, roll on.

Tyrannical machines dominate American education and have contributed to its failures. In the humanities, many students lack knowledge basic to understanding both past and present. A 1986 survey of high-school juniors funded by the National Endowment for the Humanities showed more than two-thirds of the nation's seventeen-year-olds unable to date the Civil War within the correct half-century. More than two-thirds could not identify the Reformation or Magna Carta. The vast majority was unfamiliar with writers such as Dante, Chaucer, Whitman, Melville, and Cather.<sup>2</sup>

A 1989 survey, also funded by NEH, showed one out of four college seniors unable to distinguish Churchill's words from Stalin's or Karl Marx's thoughts from the ideas of the United States Constitution. More than half failed to understand the purpose of the Emancipation Proclamation or *The Federalist* papers. To most college seniors, Jane Austen's *Pride and Prejudice*, Dostoyevsky's *Crime and Punishment*, and Martin Luther King, Jr.'s "Letter from Birmingham City Jail" were clearly unfamiliar.<sup>3</sup>

Other surveys and assessments make clear that the level of mathematical competency among American students is unacceptably low, as are the levels of scientific and geographic literacy. A 1988 report from the International Assessment of Educational Progress showed more than half of the thirteen-year-olds in the United States unable to answer such questions as whether plants lean toward or away from light. A 1988 National Geographic survey showed a majority of American high-school graduates unable to identify Argentina, Chile, or Peru on a map—or Ohio, Michigan, or New Jersey.<sup>1</sup>

The first stage of the education reform movement of the 1980s revealed how impervious tyrannical machines can be. Exposing them—showing the world the multitude of ways in which they violate good sense—is not sufficient to alter them. Change requires larger programs of action, and it is exactly such programs that have characterized the second stage of the movement to reinvigorate schooling from kindergarten through graduate school.

The most effective course for dealing with tyrannical machines is to provide alternative systems and to ensure that people can choose—and choose wisely—among them. Thus, in elementary and secondary education:

Parents should be able to choose the school their child attends. . . . Prospective teachers should be able to choose paths to certification different from the traditional one. . . . Teachers in the schools should have abundant opportunities to study the subjects they teach. . . . Those involved in textbook selection need alternatives to the mechanical criteria commonly used to select textbooks. . . . We need alternatives to the SAT, such as the tests of the National Assessment of Educational Progress, to tell us what students know and are able to do and how our schools are performing.

In higher education:

Colleges and universities should develop alternative paths to recognition and reward, paths that emphasize teaching as well as research. . . . Prospective students and their parents need to exercise *in an informed way* the choices available to them in higher education.

Understanding the programs of elementary schools or the curricula of universities takes effort and hours. Within institutions of education, changing the way textbooks are selected or students assessed, or candidates for tenure evaluated can be an enormous challenge. The reforms advocated in this report are not easy, and so it is well to . . . remind ourselves why they are worth undertaking. It is more than a matter of having graduates who know when the Civil War occurred or who Churchill was. It is more than a matter of having a work force competitive in the world. The ends of education reach beyond such things, important though they are.

As William James described it, the purpose of education is to cultivate judgement: “We learn what types of activity have stood the test of time; we acquire standards of the excellent and the durable.”<sup>2</sup> We learn what James called “the critical sense”: “The feeling for a good human job anywhere, the admiration of the really admirable, the disesteem of what is cheap and trashy and impermanent. . . .”

Ultimately, education aims at cultivating the wisdom that democracy requires: wisdom to make sound political judgements about who shall lead and make laws, and wisdom to make sound personal judgements about how to live a life and know the purpose of one’s days. In a self-governing society, individuals make these decisions; and the conclusions they reach, taken altogether, set the nation’s course. If education fails in a democracy, hope for the future fades. If education succeeds, a democratic society can hold a positive vision, can imagine itself progressing until, in William James’s words, “its institutions glow with justice and its customs shine with beauty.”

1. “The Ph.D. Octopus,” *William James. Writings 1902–1910* (New York: The Library of America, 1987), 1113.  
2. National Assessment of Educational Progress (Princeton, N.J.: Educational Testing Service, 1987), unpublished tabulations. Analysis of the survey can be found in *Literature & U.S. History*, report no. 17-HL-01 (Princeton, N.J.: Educational Testing Service, 1987); and in Diane Ravitch and Chester E. Finn, Jr., *What Do Our 17-Year-Olds Know?* (New York: Harper & Row, 1987).  
3. *A Survey of College Seniors: Knowledge of History and Literature* conducted for the National Endowment for the Humanities (Princeton, N.J.: The Gallup Organization, 1989), 33–57.  
4. *Crossroads in American Education*, report no. 17-OV-01 (Princeton N.J.: Educational Testing Service, 1989), 5–26; *A World of Differences: An International Assessment of Mathematics and Science*, report no. 19-CAEP-01 (Princeton, N.J.: Educational Testing Service, 1989), 37–38; *Geography: An International Gallup Survey*, conducted for the National Geographic Society (Princeton, N.J.: The Gallup Organization, 1988), 43.  
5. Address delivered at Radcliffe College, 7 November 1907, *William James. Writings 1902–1910*, 1244–46. Subsequent quotations are from this speech.



*On a group of theories one can found a school; but on a group of values one can found a culture, a civilization, a new way of living together among men. —Ignazio Silone*

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## In this issue . . .

We opened this issue of *Maryland Humanities* with excerpts from *Tyrannical Machines—A Report on Educational Practices Gone Wrong and Our Best Hopes for Setting Them Right*, Dr. Lynne Cheney's 1990 report on educational practices in America. While strong in its criticisms, Cheney's report also praises many innovative programs and teachers that exist despite the machines. As one reviewer noted, "the greatest impact (of Cheney's report) may be to give cheer to those who, in spite of the incentives to do otherwise, still behave as if the point of educational institutions was to educate and of scholarship to enlighten." (William T. Hamilton, "A Review of the 1991 NEH Report: *Tyrannical Machines*," *Colorado Humanities*, March 1991)

It is in this spirit of encouragement that the Council conceived and developed this issue of *Maryland Humanities*. Articles by Dr. Freeman Hrabowski and Dr. Joseph Durham, and an interview with Ms. Judith Pittenger illustrate the importance of teachers and schools dedicated to the scholarly tradition, to life-long learning, and to the education of students. The issue contains information on grants available from the National Endowment for the Humanities and the Council for Basic Education that support individual study and teachers institutes, and recognizes Maryland students and high school teachers who have been recipients of NEH independent study awards.

This issue also features the Council's special initiative "Challenges and Choices for the 21st Century: Ethical Dilemmas, Informed Decisions." Created to encourage programs that explore questions of values underlying our choices in education and in civic and community life, the special initiative includes a statewide conference sponsored by the Council in Baltimore on December 7, 1991.

The initiative also includes a search for humanities scholars interested in serving as resources for the development and production of humanities programs and a request for proposals inviting organizations and institutions to sponsor programs that engage humanities scholars in a dialogue with the general public and with teachers, parents and others who educate today's students (see "Notices" on page 26).

One of the outgrowths of "Challenges and Choices for the 21st Century" is "Community Conversations," a new series of five model programs developed by the Maryland Humanities Council. This issue introduces "Community Conversations" and highlights one of the programs—"Educating for Democracy in the Modern World," a guide for developing teachers institutes in civics.

Finally, the quotations that run throughout the publication are meant to inspire and, in some cases, amuse. As our former Chairman Carl Bode stated: "We don't need to be solemn to be good." (Carl Bode, "Memo to Myself," *Maryland Humanities*, Spring/Summer 1990)

We hope that this issue of *Maryland Humanities* will help to foster the dedication and good cheer required to meet the challenges and choices that we face today and in the next century.

The Editors  
*Maryland Humanities*

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## MARYLAND HUMANITIES

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This issue of *Maryland Humanities* is printed on recycled paper.

On the Cover: 1990.60.1 BLACKBOARD, 1877, Winslow Homer, 1836-1910, National Gallery of Art, Washington, Gift (Partial and Promised) of JoAnn and Julian Ganz, Jr., in Honor of the Fiftieth Anniversary of the National Gallery





# Inferences for the Twenty-First Century

by Dr. Freeman A. Hrabowski, III

Dr. Freeman A. Hrabowski III is Executive Vice President at the University of Maryland Baltimore County. He has served as Vice Provost (1987–1990) and Vice President for Academic Affairs (1981–1987) at UMBC, and as Dean of Arts and Sciences (1977–1981) at [then] Coppin State College. He has served on the board of the Maryland Humanities Council since 1987, and is currently its Second Vice-Chairman. He is consultant to many organizations, including the U.S. Department of Education, Maryland State Department of Education, and Middle States Association of Colleges and Schools, and was responsible for the development and implementation of the Governor's Academy for Mathematics, Science and Technology at UMBC.

Dr. Hrabowski holds a B.A. in Mathematics from the Hampton Institute; an M.A. in Mathematics from the University of Illinois-Urbana; and a Ph.D. in Higher Education Administration/Educational Statistics from the University of Illinois-Urbana. He has written a number of articles and lectures frequently on the educational needs of minority students in mathematics and science.

Dr. Hrabowski is the Director of The Meyerhoff Scholars, a program for gifted Black students at UMBC begun in 1989. Funded by The Robert and Jane Meyerhoff Foundation, the program is designed to increase the number of Maryland minority students who complete undergraduate and, ultimately, doctoral or professional programs in science and technology.

*Ships at a distance have every man's wish on board. For some they come in with the tide. For others they sail forever on the horizon, never out of sight, never landing until the Watcher turns his eyes away in resignation, his dreams mocked to death by time. That is the life of men.*

Zora Neale Hurston begins her novel *Their Eyes Were Watching God* with these words. Hurston, of course, is one of many American writers who focus on wishes or dreams. One of her contemporaries in the Harlem Renaissance, Langston Hughes, seems to have been obsessed with the question of dreams: "What becomes of a dream deferred? Does it dry up like a raisin in the sun?" and

*Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.*

*Hold fast to dreams  
For if dreams go  
Life is a barren field  
Frozen with snow.*

It is important to talk about dreams, wishes, goals because all of us need something toward which to strive. Each of us wants to help students to dream about becoming the best they can be. And yet, as Yeats wrote, "in dreams begin responsibilities." Most of us would agree that education helps people accept and meet responsibilities so that they can realize dreams. Not to pursue the dream is not to assume the responsibility that we all have to be our best.

One critical question we must ask ourselves is what students will need to know in order to realize their dreams in the 21st century, and the more specific question today focuses on the significance of language and literature in educating young people. I know I run the risk of preaching to the converted, but I'll

give you my response simply because those of us who care about literature and language need all the ammunition we can find in order to be convincing, especially during this period of rapid technological advancement.

I contend that language and literature are increasingly important as we approach the next century, particularly in the light of our rapid movement into the information age. The nature of our society is undergoing revolutionary changes as we move from an economy based on energy to an economy based on knowledge and information. More and more, the driving force of our society is becoming information, resulting from a proliferation of new knowledge derived from technological advancements. Consequently, as we talk about education in the 21st century, the buzz words are science and technology. Yet, more and more, it is becoming clear that what students need most is the ability to think, to solve problems, and to communicate effectively, orally and in writing. For example, the most frequently cited deficiency of new engineers is writing skills, and the AETna Institute for Corporate Education in Hartford, a pace-setter for training in the 80's, cites writing as the major focus for training executives, middle managers and even entry level employees. The new report of the American Association for the Advancement of Science, *Project 2061: Science for All Americans*, recommends that we reduce significantly the number of details that students are expected to retain and emphasize ideas and thinking skills rather than specialized vocabulary and



*A liberal education should teach us to question, as well as to answer, and should give us the confidence to ask the hard questions, to think the difficult thoughts.*

—Humphrey Tonkin, President, University of Hartford from "A Teaching Society" in "Basic Education", January 1990

procedures. In other words, students should be taught how to learn and given a solid base for learning more. The report suggests that teachers start with questions about phenomena rather than with answers to be memorized. Clearly, the future will require students to be creative and flexible, capable of constantly adapting to changes resulting from new discoveries.

A major point of this report and others, such as *Everybody Counts* (National Research Council), is that the current American education system is not adequately preparing students for the future. Our students need to

*Mr. Escalante (Edward James Oliver) tries to teach multiplication to an uncooperative student at Garfield High School. The movie "Stand and Deliver" illustrated the impact that a dedicated teacher could have on students when, in 1983, eighteen of Mr. Escalante's students passed the advanced placement exam in calculus. © Warner Brothers, Inc. All Rights Reserved. Photo courtesy of the Museum of Modern Art Film Stills Archive, 33rd Street, New York.*

develop the ability to comprehend and interpret what they read, and to draw inferences. No discipline is better able to help students acquire these abilities than English. It is usu-



*A truly educated person is not full of facts and data, but full of questions and ideas.*

—A. Graham Down

Executive Director, Council for Basic Education from "A Democratic Agenda" in "Basic Education" January 1990

ally the teacher of English who helps students develop their reading and writing skills and, consequently, their thinking skills. As Anne Lewis in the *Baltimore Sun* recently stated, "Experts on the ties between education and employment have concluded that moving off the bottom rung these days depends on having solid academic, problem solving, and teamwork skills. An eighth grade literacy level and no promise of advanced skills training won't change lives much, except to diminish hope . . ."

We are living in an age when language instruction is crucial primarily because so many of our children come from homes where standard English is not used. In fact, by the year 2000, one of every three Americans will be a minority, and many of them, along with millions of low-income whites, will not speak standard English. While America has experienced previous periods like this, the attitudes about learning English may not be the same. How do we help these children and their parents understand that standard English is the language of the marketplace, that the language of successful people in our society is standard English? After looking at one's general physical appearance, people listen to what one says and the way one says it to form first impressions. A skilled interviewer can determine a great deal about the prospective employee's thinking ability simply by listening to his or her language skills. As we move from a manufacturing economy to a service economy, employees' ability to communicate with the public will obviously be more and more important. Students need to know that successful people in our society in general learn how to control language. People who lack control find themselves in unmanageable situations. (All of us have seen memoranda and newspaper articles and have attended meetings that lead to misunderstandings, simply because of an unfortunate word or tone.)

Yet, teachers sometimes feel awkward in correcting students' speech, particularly when the teacher and students are from different backgrounds. I often talk with colleagues about the question of whether we should correct students' grammatical errors when they are speaking. In our efforts, stemming from the sixties, to respect the backgrounds and culture of all people, we have tended to weaken our resolve to hold all students to high standards. Of course, the equality vs. excellence argument is not new. In my opinion, these two goals are not mutually exclusive. All children are capable of succeeding when expected to do so and, of course, when given adequate support. Since we know that an increasing number of children come from homes where standard English is not used regularly, we have no choice but to play a major role in helping these children not only to write, but also to speak effectively. The challenge is to build children's love of language without crushing them. We tend to tie what we say and how we say it to our sense of self, to our self esteem. My son enjoys writing poems and reading them to me. Recently he showed me one that, in my judgment, did not reflect much thought and did not express his feelings clearly and I told him so. To my surprise his facial expression told me immediately I had been too blunt, that even though I often rave about his writing, he somehow felt I was attacking him and questioning his general ability. Students look for our verbal and non-verbal reactions to them, they need to feel loved, to know we believe in them. If we can keep their self esteem intact or help them build it, there is usually no problem pointing out errors. Let me quickly point out that children, actually all of us, need to know that what we write or do has value; we all need to feel successful. So that while it is important to point out errors, it is even more important to reinforce their strengths. Success breeds success.

In addition to students learning to speak and write standard English, they must be able to use language in solving problems. Studying mathematics means learning new vocabulary and being able to translate from sentences in

English to equations using symbols. When speaking to students I often use a word problem and a poem to demonstrate the importance of language. Consider this example:

*John is three years younger than his sister Judy. The sum of the ages of the two siblings in one third the age of their father, Mr. Jones. The sum of Mr. Jones' age and the ages of his children is 68. How old is Judy?*

After presenting the problem, I usually ask a series of questions. What are the key words (sum, one-third, siblings, younger)? What is the relationship between John's age and Judy's age? If Judy's age is represented by  $x$ , how can we represent John's age ( $x + 3$  or  $3x$ )? What other facts do we know? How do we translate the final sentences into an equation? In addition to knowing the meaning of the words and the answers to each question, students must be able to combine facts in order to draw inferences.

After we solve the problem, I quote Browning: "Oh that a man's reach should exceed his grasp or what's a Heaven for." Again, I ask questions: What are the key words? (reach, exceed, Heaven). What does exceed mean? What does reach mean? What is he saying? Here, interestingly, we are combining implications or connotations to draw inferences.

Recently, I was pleasantly surprised to find an entire honors science class on the Eastern Shore of Maryland that knew the Browning quotation because their chemistry teacher had this line among others posted on the walls in the lab and had told the students that when they began to day dream or to become bored for a moment with the science, they'd find themselves reading poetry. (As an aside, this teacher also had posters of minority and female scientists on the walls.) Think how fortunate our students would be if every teacher considered him or herself a teacher of English.

The frustration that we as teachers in general sometimes have is that while we know what our students need to know, it can be very difficult to convince them that knowledge is important and can be acquired only through discipline and hard work. I am reminded of a cartoon in the *Baltimore Sun* that showed a chef preparing soup and ladling it into the opened heads of a line of children as they pass by the pot. There are times, after all other approaches have failed, that we'd all

*The human mind, once stretched by a new idea, never regains its original dimensions.*

—Robert M. Hutchins, *The Learning Society*, 1968



like to be able to open a student's head to pour in knowledge. But we must remember that our goal is to teach students not only how to acquire knowledge but how to use it. One of the most useful tools of the teachers is literature. Think of Plato's myths, the Bible's parables, Ghandi's use of Thoreau's *Civil Disobedience*.

One reason for the popularity of the movie "Dead Poet's Society" is that the teacher's enthusiasm for literature and life spills over to his students. As Descartes proclaims "Dare to Know," the teacher tells the students to

"Seize the Moment," and they do. He helps them understand that literature illuminates life, that we all have poetry within us, and that each has the responsibility to think independently. Of course most of us might not choose to stand on the desk to get our point across, but we all desperately want to reach our students, to connect with them, and so we constantly ask, how do we arouse enthusiasm in a class, how do we excite students with books and poems to help them relate the literature to themselves?

The teacher of literature has the opportunity to help students develop those values considered acceptable and desirable in our society. Most Americans now agree that, for a variety of reasons, we need our schools to help families teach children those principles deemed

*Through Mr. Keating's (Robin Williams) poetry class, student Todd Anderson (Ethan Hawke, left) the introverted member of the Dead Poets Society, overcomes his shyness. © Touchstone Pictures. All Rights Reserved. Photo courtesy of the Museum of Modern Art Film Stills Archive, 33rd Street, New York.*



# How Dunbar Turned Scars into Stars

by Dr. Joseph T. Durham

During its half-century of existence Dunbar High School has graduated over 24,000 persons, many of whom have gone on to make contributions to the life of Baltimore and the nation.

As the eldest son of a poor East Baltimore family, I found hope and inspiration in the school. By their precept and example, the men and women of the faculty and administration taught us that education ennobles and we could turn the scars of our lives into stars.

I entered Dunbar High School as a "Peenie," as freshmen were called, in 1937. The country was pulling out of the Great Depression under President Franklin Delano Roosevelt. Baltimore was a strictly segregated city, and the public school system was separate and unequal. We had hand-me-down textbooks from Poly and City; we lacked the physical buildings that our white counterparts enjoyed. What we did have as teachers were men and women of character, charisma, intellect and strength who taught us that we, too, were citizens of this country and that we deserved all the rights vouchsafed by the United States Constitution.

Chief among our mentors at Dunbar was the man who was the principal from 1937 to 1949, Carrington L. Davis. He was a graduate of Harvard and had been a classmate of FDR. That a Harvard graduate, fluent in Greek and Latin, was the principal of an all-black high school in Baltimore is an interesting commentary of black life in the Thirties. The professional horizons of black men and women were severely limited in those times; only a few fields—law, medicine, the ministry, and teaching—were open. Consequently, the ranks of the public schools were brilliantly filled by graduates from the leading schools of America. Harry T. Pratt, principal of Douglass High School, was a graduate of the Sorbonne in Paris.

Similar quality was found in the teaching ranks as well. My chemistry teacher was a graduate of Brown University. The daughter of W.E.B. DuBois, Yolande DuBois Williams, was a member of the English faculty. In fact, the English Department during my student days was staffed by such persons as Mildred Jones Seaborne, Lillian Matthews Parrott, Hermione Wharton, Anita Wheatley and Mildred Bell Hamilton.

These elegant ladies inducted us into the intricacies of iambic pentameter and the use of the subjunctive mood. They led us through Shakespeare, Thackery and Milton. One day Miss Wharton saw me in the halls and asked if I had ever read Ralph Waldo Emerson. Of course I had not. She pressed into my hands a small leather-bound copy of Emerson's Essays.

Emerson was not in the curriculum, but "Miss Herm" felt that I should know about him and his writings, and so she suggested that I read him outside the requirements of the English syllabus. I became an unyielding admirer of the "Great Transcendentalist," and to this day his ideas and quotes frequently find their way into my own expression.

I had a similar experience in music. Georgeanna McMecheen Chester took a group of us to see a performance of "Faust" at a downtown theater. This was an extra-curricular activity, but Mrs. Chester felt that black youngsters should be acquainted with great music and so we went. My abiding interest in opera and classical music originates from this experience, as well as from the music-appreciation classes which she and Pauline Wharton (mother of Miss Herm) taught in the third-floor music room. These fine musicians spread before us Bach, Brahms, Beethoven, and Wagner—as irresistible as the siren call of the Lorelei. They opened up to us unheard-of worlds of beauty.

And so it went across the curriculum. The men and women who taught in Dunbar High School were mentors and role models. There was the redoubtable Lottie O. Chase, diminutive in size, but a giant in discipline. There was the scholarly Robert L. Ford who taught Latin and at whose feet I learned Virgil and Cicero. There was the beautiful soprano Lillian Parrott, who sang with the Baltimore Negro Orchestra.

Among the mathematicians were Carrie Dorsey Jackson, William McKinley Rawlings and James Howard. In the sciences were Emily W. Bishop and Robert P. Diggs. In the social sciences were Morrison L. Davage, "the history savage," Luther Craven Mitchell, Nathaniel Peck and Gladys B. Shepherd who served as my homeroom teacher throughout high school.

In the practical arts were David W. Grooms, Lee Davis and Alonzo Lancaster in industrial arts; Sadie Bryant and Inez Duffin Key in home economics. In the business area were Audrey Hill and Mattie Connor. In the library were Gertrude P. Stubblefield and Margaret Williams. The passage of time has erased other names, but time can never completely erase the collective impression these teachers had on young minds.

When I graduated from high school in 1941, I went on to Morgan College. With Dunbar's legacy, I found I could hold my own with freshmen from New York, New Jersey and other northern states. Henry Adams was right when he said that you can never fully judge the worth of the teacher because the teacher affects eternity.

*Dr. Joseph T. Durham is President Emeritus of the Community College of Baltimore and a member of the Maryland Humanities Council. This column appeared as an editorial in the August 8, 1990 edition of the Baltimore Sun.*

# Community Conversations

*A New Series of Model Programs by  
the Maryland Humanities Council*

The Maryland Humanities Council is pleased to announce "Community Conversations," a series of five model programs designed to put public humanities programs in your community. The five programs (described below) have been developed by the Maryland Humanities Council in conjunction with Maryland scholars and will be introduced to the public in workshop sessions at the Council's December 7, 1991 conference "Challenges and Choices for the 21st Century: Ethical Dilemmas, Informed Decisions" (see pages 14–15 for conference information and registration.)

The five model programs are:

"Morality and the Muse: Ethics and Literature"—This program is derived from a larger reading/discussion series on ethics developed by Ms. Patricia Bates and Dr. Stephen Vicchio for a successful NEH-sponsored program. The project addresses three questions: How are we to define the moral good? Are moral values absolute or relative to time and place?, and What is the relationship of morality to self-interest? The program maintains that philosophical works are more greatly appreciated if read in conjunction with works of literature that explore similar theses.

"Educating for Democracy in the Modern World"—This program for elementary, middle, and high school teachers, adapted from Professor Sean O Connor's Council-funded teachers institutes at Washington College, explores values in American life through critical reading of texts and analytical discussions with scholars. The program is designed to assist Maryland school teachers in relating their professional lives and teaching to the broad issue of the responsibilities of citizenship in the American democratic society.

"Ways of Our Lives: Media and Mores"—This program, designed by Dr. Thomas Cripps, illustrates the impact of popular television, film, and video on community values. It emphasizes the critical reading of texts, such as excerpts from soap operas and advertisements, to explore themes such as: television and women's roles, family structures, race relations, and cultural rituals. The program will also address why critical thinking about the media is important and what approaches can be used for critical analysis.

"Why Save the Bay?: Reflecting on Values and Choices"—Designed as a lecture/discussion program by Dr. Mark Sagoff, this model explores key philosophic and values questions underlying environmental issues. The program emphasizes the idea that environmental issues can be addressed not only in economic, scientific, and political terms, but also through the use of the humanities. The humanities can help define the ethical dilemmas, frame issues, and provide cultural and historical contexts for discussion of environmental issues.

"Liberty and a Free Society: Can the Bill of Rights Survive Another 200 Years?"—Designed as a lecture/discussion program by Dr. Gregory Stiverson, this model incorporates the poster exhibit *To Preserve These Rights* (developed by the Pennsylvania Humanities Council) and allows for a variety of lecture themes including issues of civil rights, free speech, and the balance of private rights and the public good. The program focuses on the changing interpretations of Bill of Rights issues in contemporary society and the courts, and can be adapted to a variety of formats, including teachers institutes or public seminars and lectures.

In this and future issues of *Maryland Humanities*, each of the five model programs will be described in greater detail.

"Educating for Democracy in the Modern World" is featured in this issue on pages 12–13.

The staff of the Maryland Humanities Council will be glad to work with you on special grants to bring these programs to your community beginning in 1992. A resource guide for developing humanities programs and a program packet for each of the models will also be available.



**Limited Space Available—Sign Up Soon!**

# Challenges and Choices for the 21st Century: Ethical Dilemmas, Informed Decisions

*A Public Conference presented  
by the Maryland Humanities  
Council*

Just 50 years ago, an attack on Pearl Harbor brought the U.S. into World War II. Today we face the approach of the 21st century and ask, where will we be 50 years from now? What kind of communities do we want to live in? How do we educate our children today for citizenship tomorrow? And what role can the humanities play?

Can world problems be solved by the humanities? The Maryland Humanities Council believes that the humanities, by exploring and interpreting a broad range of human experience past and present, play a significant role in schools and in communities by providing context and methods to empower us to make informed decisions and thoughtful choices. The humanities provide ways to clarify our values, examine our choices, and increase our civic and community awareness as we confront complex issues whose outcomes will shape our lives, our future, and the world of our children.

To demonstrate the ways in which the humanities can help us face the "Challenges and Choices for the 21st Century," the Maryland Humanities Council will present a statewide conference on Saturday, December 7, 1991 at the Baltimore Convention Center. The program will feature a morning discourse that will provide the intellectual framework for a "hands on" humanities experience in the afternoon through a series of model program demonstrations. A fee of \$25.00 covers registration for the conference, lunch, refreshments, and a packet of resource materials.

## Challenges and Choices for the 21st Century Registration Form

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Affiliation and Address \_\_\_\_\_

Telephone Number (Day) \_\_\_\_\_

(Eve) \_\_\_\_\_

Please indicate 1st, 2nd and 3rd choices for afternoon model program sessions:

- \_\_\_\_\_ Session 1 **"Morality and the Muse: Ethics and Literature"**  
 \_\_\_\_\_ Session 2 **"Educating for Democracy in the Modern World"**  
 \_\_\_\_\_ Session 3 **"Ways of our Lives: Media and Mores"**  
 \_\_\_\_\_ Session 4 **"Why Save the Bay?: Reflecting on Values and Choices"**  
 \_\_\_\_\_ Session 5 **"Liberty and a Free Society: Can the Bill of Rights Survive Another 200 Years?"**

Make checks for \$25.00 payable to Maryland Humanities Council and mail with registration form to: Challenges and Choices for the 21st Century, Maryland Humanities Council, 516 N. Charles Street, Suite 102, Baltimore, Maryland, 21201. For further information, call MHC office (301) 625-4830.

## CONFERENCE AGENDA

Saturday December 7, 1991  
Baltimore Convention Center

8:00 a.m.

*Registration—Coffee and Danish*

9:00 a.m.

*Welcome and Introductions*

Dr. Catherine R. Gira  
President, Frostburg State University  
Chairperson and President, Maryland  
Humanities Council

The Honorable William Donald Schaefer  
(Invited)  
Governor, State of Maryland

The Honorable Louis L. Goldstein  
Comptroller, State of Maryland

Dr. Naomi F. Collins  
Executive Director, Maryland Humanities  
Council

9:15 a.m.

*Keynote Address*

**“Ethical Dilemmas for the 21st Century”**

Dr. Michael K. Hooker  
President, University of Maryland Baltimore  
County

10:00 a.m.

*Break*

10:15 a.m.

*Panel Response*

Moderator:  
Dr. Freeman A. Hrabowski, III  
Executive Vice President  
University of Maryland Baltimore County  
2nd Vice Chairperson  
Maryland Humanities Council

**“Past is Prologue”**

How the Past Informs the Future  
Dr. Ronald G. Walters  
Professor of History, The Johns Hopkins  
University

**“What is the Moral Good?”**

A Look at Ethics  
Dr. Stephen J. Vicchio  
Chairman, Department of Philosophy and  
Religion  
The College of Notre Dame of Maryland

**“Can the Reading of Literature  
Make Us Better?”**

The Value of and in Literature  
Dr. Eva T. H. Brann  
Dean, St. John's College, Annapolis

11:30 a.m.

*Open Forum*

Audience response: questions, discussion.

12:00 p.m.

*Lunch*

The Honorable Kurt L. Schmoke  
(Invited)  
Mayor, City of Baltimore

*Remarks*

**“Technological Challenges,  
Human Choices”**

Dr. Albert R. C. Westwood  
Vice President, Research and Technology  
Martin Marietta Corporation  
Past Chairperson, Maryland Humanities  
Council

1:30 p.m.

*Concurrent Sessions*

**Today's Choices, Tomorrow's Citizens**  
Model Programs: Topics, Texts, and Tools

Prepare for discussion and participation  
through readings sent prior to these ses-  
sions. Explore humanities topics with  
scholars and community leaders in our  
model programs.

Return home with programs, ideas, and  
resource materials for your schools and  
communities.

Apply to the Council for support for your  
own program, or ask the Council to bring a  
model program to you!

Session 1

**“Morality and the Muse: Ethics and  
Literature”**

A Reading/Discussion Program  
Ms. Patricia L. Bates  
Adult Program Coordinator, Howard County  
Library

Dr. Stephen J. Vicchio  
Chairman, Department of Philosophy and  
Religion  
The College of Notre Dame of Maryland

Session 2

**“Educating for Democracy in the  
Modern World”**

Teachers Seminars in Civics  
Dr. Sean Francis O'Connor  
Chairman, Department of Education,  
Washington College

Session 3

**“Ways of our Lives: Media and Mores”**

Critical Reading and Discussion of Film and  
Television  
Dr. Thomas Cripps  
Professor of History, Morgan State University

Session 4

**“Why Save the Bay?: Reflecting on  
Values and Choices”**

A Public Forum on the Environment  
Dr. Mark Sagoff  
Director, Institute for Philosophy and  
Public Policy  
University of Maryland College Park

Session 5

**“Liberty and a Free Society: Can the Bill  
of Rights Survive Another 200 Years?”**

An Exhibit and Speaker Series  
Dr. Gregory A. Stiverson  
Assistant State Archivist, Maryland State  
Archives

3:45 p.m.

*Closing Comments*

**“Vision, Values, and Voices”**

The 21st Century Challenge  
Dr. Elizabeth Baer  
Provost and Dean of the College  
(on Sabbatical 1991–1992)  
Washington College  
Chair, Planning Committee, Maryland  
Humanities Council

At the close of the conference, we hope you  
will join members and staff of the Maryland  
Humanities Council for a reception, infor-  
mal discussion, and exchange of ideas  
among program participants.

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*Funding for Challenges and Choices for the  
21st Century is provided by the National  
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*Model Program 2, Educating for Democracy  
in the Modern World, was developed and is  
supported by a grant from the A.S. Abell  
Foundation.*



# A Conversation with Judith Pittenger

Maryland's NEH Teacher-Scholar for 1991

by Rebecca L. Aaron



Judith Pittenger with her Roland Park Country School class  
Photo by Rebecca L. Aaron

The walls of Judith Pittenger's classroom at Roland Park Country School are an eclectic archive of photographs, newspaper clippings, and reproductions of historic documents. A bulletin board includes copies of the Declaration of Independence, the Constitution, the Bill of Rights and Lincoln's Gettysburg Address. Portraits of the U.S. Presidents form a border along the ceiling. A photograph by Dorothea Lange and a portrait of Harriett Tubman are part of an imposing wall-size collage. Maps galore hang from yet another wall. There is a Shakespeare corner, a bulletin board devoted to women's history, and a Russian Studies corner that, as I later learn, is meant to evoke "the beautiful corner" in Russian homes where icons are kept. In the midst of this bursting homage to history and literature is another bulletin board devoted to photos and letters from Pittenger's students. This room is impressive, like walking into an encyclopedia, and I sense that it reflects the essence of a highly-dedicated and much-loved teacher.

I met Judith Pittenger in April to discuss her receipt of an NEH Teacher-Scholar Award. Pittenger is using the \$27,500 award to research the English kings depicted by William Shakespeare in his historical plays. The project brings together Pittenger's interests in history and literature, subjects that she teaches at Roland Park Country School. Pittenger's premise for the research project is that Shakespeare's history plays were "a forum for considering the ethics of kingship in English history. . . (and that) this moral and political agenda often conflicted with objective historical reality." During her investigation of this premise, Pittenger hopes to answer such questions as: "Who were Shakespeare's kings? To what extent were

they accurately depicted historical figures, to what extent were they Tudor-influenced interpretations of history, to what extent were they creations of Shakespeare's transcendent genius?"

But during the course of our conversation, I found that we discussed little about Pittenger's project (*per se*), and a great deal about her enthusiasm for the NEH Teacher-Scholar Program. "I told Lynne Cheney if she needed someone to help promote this program, give me a call," says Pittenger. "The NEH Award is not an investment in me as a person, but in me as a teacher . . . investing in me as a scholar will make me a better teacher."

As we discussed NEH's education initiatives, I learned that she had been involved in another NEH program, the Younger-Scholars Awards. In 1988 Lee Newman was intrigued by Pittenger's introductory lecture to "Hamlet" on the principles of order in Shakespeare. Newman applied for the NEH Younger Scholars Award and received a grant to work with Pittenger on a paper about the Elizabethan influence on Shakespeare's kings. Newman is now a student at Stanford University.

Pittenger and I also discussed changes in education and her philosophy of teaching. I asked her opinion of the recent debate about values education in the schools. "When you teach history and literature, you are teaching morality and ethics" says Pittenger. "Literature is about the big questions. The bulk of

Shakespeare's work deals with human morality, with choice, with moral choices in human relationships. Take Lear for example. That play is about the relationship between parents and children. What could be more meaningful for a group of high school students?"

Coming back to the premise of her NEH project, about how Shakespeare was in some ways a mouth-organ for the Tudor family, I asked Pittenger if she thought that her students were aware of the subjectivity of historical literature and of the historical record itself. "What is reality? you mean. That's an intriguing question. Students today are more sophisticated about sources of information and I've tried to instill the need for critical analysis in my students. For instance I'll give them four conflicting primary sources and together we will try to find the 'truth' of a particular event or situation. I use debate and historical simulations in my classrooms as well. We just recently did a simulation of the Constitutional Assembly after the Bolshevik Revolution. The students were divided into six factions and then brought together to write a constitution. They not only learned the history, but got the feeling of the difficulty and struggle of the political arena and the chance to learn about compromise -- when is it necessary and what are its costs? I've also done simulations of the Nuremberg Trials with my ninth-graders."

The conversation closes as sixth period is about to begin. Teenage girls bustle into the classroom asking for the return of their homework assignments. This group, eager to learn, is the final testament to Judith Pittenger's influence as a teacher.

# NEH Teacher/ Scholars and Younger Scholars Honor Roll

The following Maryland high school teachers and high school and college students have been recipients of NEH grants for individual study.

## Teacher/Scholars

Ralph D. Van Inwagen—1989  
*St. Andrew's Episcopal School, Bethesda*  
*20th-Century U.S. History in the Context of Major World Trends, Issues and Events*

Hunter M. Nesbitt—1990  
*Harman Elementary School, Baltimore*  
*Shakespeare: Introducing Him to Children*

Judith M. Pittenger—1991  
*Roland Park Country School, Baltimore*  
*Shakespeare's Kings: Historical Reality and Creative Imagination*

## Younger Scholars (High School Students)

Ross G. Forman—1986  
*Winston Churchill Senior High School, Potomac*  
*A Pageant of Princes: The Image of the Indian Nobles in Fiction by British and Indian Authors*

Michelle M. Kao—1986  
*Winston Churchill Senior High School, Potomac*  
*Separation of Powers: A Critical Study of Montesquieu's Influence on the U.S. Constitution*

Thomas J. McCarthy—1986  
*TW. Wootton High School, Gaithersburg*  
*The U.S. Constitution as a Precedent in Latin America*

William H. Woodson—1987  
*Mount Saint Joseph High School, Baltimore*  
*Benjamin Banneker: An 18th-Century Black American Scientist*

Lee O. Newman—1988  
*Roland Park Country School, Baltimore*  
*The Elizabethan Influence upon Shakespeare's Kings*

Eric R. Papenfuse—1988  
*Boys' Latin School, Baltimore*  
*Maryland's Five Delegates to Philadelphia: How They Adjusted to Life under the Constitution They Helped to Write*

Amanda J. Claybaugh—1989  
*Old Mill High School, Millersville*  
*"Blood which was Good and Brave Once": Decline in the Work of William Faulkner*

Sandeep Kishan—1989  
*Severna Park High School, Severna Park*  
*Marxist and American Communist Elements in Steinbeck*

John L. Newsome—1990  
*Bethesda-Cherry Chase High School, Bethesda*  
*The Writings of Ana Maria Matute*

Cynthia J. Symancyk—1991  
*Severna Park Senior High School, Severna Park*  
*Free Will and Personal Responsibility in the Works of Voltaire and Rousseau*

## Younger Scholars (College Students)

Raina E. Brubaker—1984  
*Goucher College, Towson*  
*The Growth of the Artist: Wordsworth and Joyce*

Renee K. DuRand—1984  
*St. John's College, Annapolis*  
*The Foundations of American Political and Economic Thought*

Ilene B. Richman—1984  
*Goucher College, Towson*  
*Characterization, Voice, and Vision in Virginia Woolf's THE WAVES*

Celeste M. DiNucci—1986  
*Saint John's College, Annapolis*  
*Parallels in Linguistic and Political Necessities in Hobbes' Leviathan*

Sarah J. Gillies—1986  
*University of Maryland University College, Adelphi*  
*The Role of Food in Seventeenth-Century Dutch Art*

Bradley G. Lovelace—1987  
*Salisbury State College, Salisbury*  
*A More Perfect Union: Balancing Individual Rights and the Common Good*

Sonda T. Allen—1988  
*Saint Mary's College of Maryland, St. Mary's City*  
*The Harlem Renaissance in Baltimore, 1915-1935*

Lorie A. Damon—1988  
*Hood College, Frederick*  
*Portraits of American Aristocracies in "Lost Generation" Literature*

George M. Dolan—1990  
*Saint John's College, Annapolis*  
*The Physiology of William Harvey: Aristotelian or Mechanistic?*

Ginger L. Griffin—1990  
*University of Maryland, College Park*  
*The Black Aesthetic in American Opera*

Amy K. Olsen—1990  
*University of Maryland, College Park*  
*Paul Robeson and the Peekskill Incident 1949: An Historical Analysis*

Cynthia A. Bussey—1991  
*Essex Community College, Baltimore*  
*Relationship of Laughter to Zen Buddhist Religion*

Amy B. Connelly—1991  
*Mount Saint Mary's College, Emmitsburg*  
*The Two Worlds of Frederick Douglass: A Comparison of Slavery in Baltimore City, Talbot County*

Christopher C. Gillis—1991  
*Mount Saint Mary's College, Emmitsburg*  
*The Historical Significance of Windmill and Water Mill Technology in Late Feudal France*

Leah P. Williamson—1991  
*University of Maryland, College Park*  
*Community Leadership versus Tammany Hall*



# Grants Available for Independent Study and Education Programs

The National Endowment for the Humanities and the Council for Basic Education have research and study grants available to individuals and institutions concerned with the continuing education of students and teachers.

The National Endowment for the Humanities is an independent federal agency established in 1965 to support research, education, and public projects in the humanities. In the act that established the National Endowment for the Humanities, the term humanities includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory, and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

The Council for Basic Education, founded in 1956, is an independent, non-profit education association whose mission is to promote a comprehensive education in the basic subjects for all students at the elementary and secondary levels. The basic subjects are: English (including reading, literature, and writing) mathematics, science, history, government, geography, foreign languages, and the arts.

## Grants for Individual Applicants

### NEH Younger Scholars Awards for High School and College Students

Awards for Younger Scholars provide the nation's students with opportunities to conduct noncredit independent research and writing projects during the summer months. Under the close supervision of advisers who are teachers and scholars in the humanities, individuals pursue their own projects during a concentrated period of time not normally available during the school year. This program enables the Younger Scholars to enhance their intellectual development by producing research papers on a specific topic. In both subject matter and methodology, projects must be firmly grounded in one or more of the disciplines of the humanities.

The Younger Scholars Program is intended for two groups of students. High School Younger Scholars awards are made to secondary school students and College Younger Scholars awards are made to undergraduates below the level of senior.

For more information, write or call: Younger Scholars Program, NEH Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0463.

### NEH Teacher-Scholar Program for Elementary and Secondary School Teachers

As part of its effort to improve the content and quality of humanities education in the nation's schools, the National Endowment for the Humanities offers elementary and secondary school teachers an opportunity to receive support for an academic year of full-time independent study in history, literature, foreign languages, and other disciplines of the humanities.

The Teacher-Scholar program is governed by the conviction that students benefit most when teachers have a mastery of their disciplines and are themselves actively engaged in learning. The program is designed to give recipients an opportunity to spend a year increasing their understanding of texts, topics, and issues bearing on the subjects they teach.

For more information, write or call: NEH Teacher-Scholar Program, Division of Education Programs, Room 302, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0377.

### CBE Fellowships for Kindergarten–12th Grade Teachers

In 1982, the Council for Basic Education (CBE) established the Fellowship for Independent Study in the Humanities, a program to support summer study for humanities teachers.

During the summer study period, fellows are engaged full-time in fulfillment of a self-designed study plan. Study plans outline a teacher's proposal for self-directed reading and reflection undertaken to acquire knowledge within the humanities. Unlike other study opportunities, this fellowship is not intended to be used for producing new curricular materials, for investigating pedagogy, or developing publications. The primary motivation is the teacher's own intellectual growth, rather than preparing to teach particular courses.

Fellowships are funded by the National Endowment for the Humanities, with additional support from the Esther A. and Joseph Klingenstein Fund, Inc., and the DeWitt Wallace-Reader's Digest Fund.

For more information, write: Council for Basic Education, ATTN: ISH-T, 725 Fifteenth Street, NW, Washington, DC 20005.

**CBE Fellowships for Principals**

In 1982, the Council for Basic Education (CBE) established the Fellowship for Independent Study in the Humanities, a program to support summer study for humanities teachers. Beginning in 1991, principals are eligible to apply for Fellowships.

As instructional leaders, principals play an important role in humanities education in their schools. This fellowship provides principals with a concentrated opportunity to cultivate their love of learning and thus enhance the intellectual life of their schools. During the summer study period, fellows are engaged full-time in fulfillment of a self-designed study plan. Study plans outline a principal's proposal for self-directed reading and reflection undertaken to acquire knowledge within the humanities. This fellowship is not intended to be used for producing new curricular materials, for investigating education theory or methodology, or developing publications.

Fellowships are funded by the National Endowment for the Humanities, with additional support from the Esther A. and Joseph Klingenstein Fund, Inc., and the DeWitt Wallace-Reader's Digest Fund.

For more information, write: Council for Basic Education, ATTN: ISH-P, 725 Fifteenth Street, NW, Washington, DC 20005.

**CBE Fellowships for Science and Mathematics Teachers**

A new pilot program began in 1991 by the Council for Basic Education (CBE) established the Sci-Mat Fellows for Independent Study in the Humanities, a program to support summer study in the humanities for science and math teachers. Teachers must pursue six weeks of interdisciplinary, independent study on a topic of their choice which links the sciences and the humanities.

Fellowships are funded by the National Science Foundation (NSF), with additional support from the William H. Donner Foundation and the DeWitt Wallace-Reader's Digest Fund.

For more information, write: Sci-Mat Fellowships, Council for Basic Education, 725 Fifteenth Street, NW, Washington, DC 20005.

**NEH Study Grants for College and University Teachers**

While many colleges provide opportunities and rewards for research leading to publication, college faculty who are heavily involved in teaching have few opportunities for intensive study that will deepen the intellectual understanding they bring to the classroom. To address this need, NEH Study Grants offer support for college and university teachers to undertake six weeks of rigorous, full-time independent study in the humanities. These grants provide the opportunity for faculty—especially those with heavy teaching responsibilities—to increase knowledge of their own disciplines and related disciplines, to enrich their understanding of the humanities, and to pursue intellectual projects that will inform their teaching. Grants are made for intensive study rather than for research intended primarily for publication.

For more information, write or call: NEH Study Grant Program, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0463.

**NEH Fellowships for University Teachers**

Grants provide support for members of the faculty of Ph.D.-granting universities to undertake full-time independent study and research in the humanities.

For more information, call or write: NEH Fellowships for University Teachers, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0466.

**NEH Fellowships for College Teachers and Independent Scholars**

Grants provide support for teachers in two-year, four-year, and five-year colleges and universities that do not grant the Ph.D., and also for independent scholars and writers, to undertake full-time independent study and research in the humanities.

For more information, call or write: NEH Fellowships for College Teachers and Independent Scholars, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0466.



*Public schools like the one at Upper Crossroads, c. 1912, came into being as a result of the creation of the State Board of Education in 1864. Prior to that time schools were a low priority in many communities, and attendance was not mandatory. Photo courtesy of the Maryland State Archives/Robert G. Merrick Collection, MSA-SC-1477-6425.*



## NEH Faculty Graduate Study Program for Historically Black Colleges and Universities

Grants provide support for faculty to undertake one year of full-time study leading to a doctoral degree in the humanities with preference given to those individuals who are at the dissertation stage of their work. This is the only NEH program that supports work leading to a graduate degree. Faculty members at historically black colleges and universities are eligible to apply. Grants will be made through the applicant's institution.

For more information, call or write: NEH Faculty Graduate Study Program for Historically Black Colleges and Universities, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0466.

## NEH Summer Stipends

Grants provide support for college and university teachers and others to undertake full-time independent study and research in the humanities for two-consecutive summer months.

For more information, call or write: NEH Summer Stipends, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0466.

## Grants to Institutions

### NEH Higher Education in the Humanities

Grants support a variety of activities, including institutes, national conferences, curriculum development efforts, and various types of faculty study programs within individual institutions. Most projects are designed to foster the reinvigoration of teaching that occurs when faculty come together to address pivotal topics, discuss major themes, or plan curricula around central humanities texts and others masterworks. The Endowment welcomes projects that address programs for nontraditional learners and adult students as well as programs for traditional undergraduate and graduate students. Two- and four-year colleges and universities, academic associations, and cultural institutions are eligible to apply.

For more information, call or write: NEH Higher Education in the Humanities, Division of Education Programs, Room 302, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0380.



*School, Greenbelt, Maryland, 1937. OWI photograph by Majory Collins. Photo courtesy of the Library of Congress.*

### NEH Elementary and Secondary Education in the Humanities

Grants support summer institutes, master-works study, conferences, workshops, collaborative projects, and other activities that promise to improve the teaching of the humanities in elementary and secondary schools. Most projects engage teachers and educational leaders in the study of the content and methods of the humanities, along with some discussion of the most effective ways of teaching the material studied. Projects in history, English, and foreign languages are particularly encouraged because the fields generally form the core requirements of school humanities programs. Most projects bring college and university faculty into working partnerships with elementary and secondary teachers and educational leaders.

Public and private elementary and secondary schools, school systems, colleges and universities, and other nonprofit educational organizations are eligible to apply.

For more information, call or write: NEH Elementary and Secondary Education in the Humanities, Division of Education Programs, Room 302, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0377.

## Grants for Summer Seminars

### NEH Summer Seminars for College Teachers

Participants' grants provide support for teachers in two-year, four-year, and five-year colleges and universities and for others who are qualified to do the work of the seminar and make a contribution to it. Participants attend six- or eight-week summer seminars directed by distinguished scholars and teachers at institutions with libraries suitable for advanced study. Applications are submitted to the seminar director. A list of seminar offerings may be obtained from NEH.

Directors' grants provide support for humanities scholars to direct summer seminars at institutions with libraries suitable for advanced study. Potential directors should apply through their institutions.

For more information, call or write: NEH Summer Seminars for College Teachers, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0463.

### NEH Summer Seminars for School Teachers

Participants' grants provide support for full-time or regular part-time school teachers to participate in summer seminars focusing on significant texts in the humanities and directed by accomplished teachers and active scholars. Applications are submitted to the seminar director. A list of seminar offerings may be obtained from NEH.

Directors' grants provide support for accomplished teachers and scholars to direct summer seminars at colleges and universities. Potential directors should apply through their institutions.

For more information, call or write: NEH Summer Seminars for School Teachers, Division of Fellowships and Seminars, Room 316, 1100 Pennsylvania Avenue NW, Washington, D.C., 20506, 202-786-0463.

## Recently-funded and Continuing Programs

Those projects marked with a ■ are scheduled to take place between September 1, 1991 and December 30, 1991. For further information on these programs, please call the telephone number listed with each entry.



Recently-funded Programs  
(Funded between March 1, 1991 and June 30, 1991)

### MINIGRANTS

#### ■ #712-M "Hammond Research Project"

Hammond-Harwood House  
Award: \$1,000 outright funds

A Maryland historian provided background information on the life of Mathias Hammond, builder and first owner of the Hammond-Harwood House in Annapolis. Information was distributed to docents and curators and enhanced interpretation of the site to the public.

#### ■ #713-M "From the Old Country to the New Country Workshops"

Deep Creek Lake-Garrett County Promotion Council  
Award: \$700 outright funds

The Fourth Annual McHenry Highland Festival featured six workshops on the history and culture of immigrants from the British Isles, many of whom settled in Garrett County. Speakers gave presentations on topics such as the history of the Highland bagpipe, Celtic traditions, life for British immigrants in Lonaconing (Maryland) and stories from Ireland.

#### ■ #714-M "Our Bill of Rights, Ten Points of Light"

Hagerstown Junior College  
Award: \$850 outright funds  
(301) 790-2800

Lectures, period music, and exhibits will examine the origins, values, principles, and development of the Bill of Rights. Scholars in history, philosophy, political science, and music will speak and lead discussions with an audience that will include members of the Washington County Historical Society and students from seven area high schools. Program date: October 8, 1991

#### ■ #715-M "The Humanities in Motion"

Salisbury State University  
Award: \$600 outright funds

Four evening events featuring lectures, film screenings, and panel discussions examined British culture through film. Topics included an examination of the translation of a Dickens work into film, a war-time tragedy explored in a documentary, and the decline of British imperialism.

#### ■ #717-M "Conflict and Change in the Middle East: An Historical Look"

Catonsville Senior Center  
Award: \$1,000 outright funds

A traveling lecture/discussion examined the changes in the Middle East and the Persian Gulf. A scholar visited five senior centers and discussed the historical and cultural setting, the present day situation of the Middle East, and the impact of the Persian Gulf War on the Middle East and the United States.

#### ■ #720-M "Edgar Allan Poe: Architect of Dreams"

Viewfinder Films  
Award: \$500 outright funds

The premiere of the video "Edgar Allan Poe: Architect of Dreams" was held at the Enoch Pratt Free Library on April 14, 1991. Introductory remarks by a local scholar examined Poe's life in Baltimore. Following the screening the producer led a discussion with the audience.

#### ■ #721-M "The Victorian Pageant"

Arundel Junior High School  
Award: \$500 outright funds

Ninth-grade students at Arundel Junior High School participated in a one-day Victorian pageant, which included a presentation by the Royal Pickwickian Players who portrayed the life and times of Charles Dickens. The event was part of a nine-week interdisciplinary study of the Victorian era.

*Hebron Schoolhouse. Photo courtesy of the Maryland State Archives' Robert G. Merrick Collection, MSA-SC-1477-6405.*

#### ■ #722-M "Twenty-second Annual Hawkins Symposium—The New Europe"

Towson State University  
Award: \$500 outright funds

An afternoon symposium examined the changes taking place in Europe, in particular the newly united Germany. National and international scholars gave insight on the united Germany and the effect the new Germany will have on the European community and the United States.



#724-M "I Love a Mystery"  
Frederick Community College  
Award: \$1,160 outright funds

A one-day lecture featured three nationally-known mystery authors who discussed the role of the mystery novel in literature and popular culture and the contributions and problems of women mystery writers.

#725-M "Samuel Beckett, Death, and Technological Society"  
Salisbury State University  
Award: \$1,073 outright funds

As part of a series on the culture of the British Isles, literature scholar Christopher Ricks delivered a lecture on death in our society as treated by playwright and novelist Samuel Beckett. Panel response was given from the perspectives of philosophy, literature, and nursing.

#728-M "The Chesapeake's Floating Theatre"  
Chesapeake Bay Maritime Museum  
Award: \$880 outright funds

This temporary exhibit described the James Adams Floating Theater, a 128-foot showboat that visited communities along the Chesapeake in the early 20th century. An illustrated lecture by Dr. C. Richard Gillespie, based on his book *The James Adams Floating Theater*, was also presented.

#729-M "The Maryland Black Experience as Understood Through Archaeology"  
Historical Annapolis Foundation  
Award: \$1,200 outright funds  
(301) 267-7619

Artifacts from three archaeological sites illustrate the life of African-Americans in Annapolis. Interpretive information includes statistical analysis of archaeological findings and excerpts from oral histories of African-Americans who lived in the Franklin Street neighborhood. Following a showing at the Banneker-Douglass Museum, the exhibit is on display at the Shiplap House until December 15, 1991.

#730-M "Walking Historic Cluster Seminar"  
Spruce Forest Artisan Village  
Award: \$1,200 outright funds  
(301) 895-5985

A walking tour, brochure, and map exhibit interpret the economic, social, and cultural significance of the Spruce Forest Artisan Village in Western Maryland. The Village includes an 18th-century flour mill, a log school house, a 19th-century stone arch bridge, and other historic structures. Program dates: May–October 1991.

#### REGRANTS

#057-L/M "Let's Talk About It On the Shore"  
Eastern Shore Regional Library  
(301) 742-1537

A 17-part reading and discussion series examining such themes as "Myth Making in Popular Fiction" and "Individual Rights and Community in America" continues through the fall of 1991 at libraries in nine counties on the Eastern Shore.

#068-L/M "Delightful Diversions: A History of Dance and Music in Early Maryland"  
Goucher College, Dance Department  
(301) 337-6391

Lecture/performance at four historic sites in Maryland will interpret the social, cultural, and economic significance of music and dance in the 17th through early 20th centuries. Program dates: October 1991, State House, St. Mary's City, and Brice House, Annapolis; November 2, 1991, Montpelier Mansion, Laurel.

#079-M "A Legacy of Tolerance: Religious Milestones in Maryland's History"  
Har Sinai Congregation  
Award: \$8,438.00 outright funds  
(301) 764-2882

A public symposium and exhibit will examine the history of religious toleration in Maryland. The exhibit will focus on Baltimore in the mid-nineteenth century and on the history of the Har Sinai Congregation. The symposium will feature three speakers who will discuss the significance of several religious institutions in Maryland, including the Catholic Diocese, the American branch of Methodism, Reform Judaism, African-Methodism, and others. Exhibit: October 24, 1991–March 30, 1992; Symposium: November 24, 1991

#092-M "Community Programs 1991"  
Howard County Poetry and Literature Society  
Award: \$4,374 outright, \$6,760 matching funds  
(301) 730-7524

A series of sixteen events explore a variety of writers and literary forms. Speakers include National Poet Laureate Mark Strand, former Maryland Poet Laureate Lucille Clifton, and Librarian of Congress Emeritus Daniel Boorstin. Among the varied events will be an evening of African films, a dramatic presentation of the "Belle of Amherst," poetry readings, and Irish music and poetry. Program dates: February–December 1991

#095-M "Ethical Issues for Public Policy in the 21st Century"  
University of Maryland, Institute for Philosophy and Public Policy  
Award: \$5,697 outright funds  
(301) 405-4766

A special issue of the quarterly publication, *Philosophy and Public Policy*, will be dedicated to ethical problems facing policy-makers in the next century. Articles will include: "Multicultural Education," "Reflections on the Bill of Rights," "Environmentalism and the Twenty-first Century," and "Ethical Issues in Genetic Risk Counseling." Publication: September 1991

#096-M "Monet Lecture Series"  
Baltimore Museum of Art  
Award: \$3,080 outright funds, \$420 matching funds  
(301) 396-7100

A three-part lecture series on the works of artist Claude Monet will accompany the exhibition "Claude Monet: Impressionist Masterpieces from the Museum of Fine Arts, Boston," on display at the Baltimore Museum of Art from October 13, 1991 through January 19, 1992. The exhibition offers the mid-Atlantic region its first opportunity to view these major works, none of which have ever before been exhibited in Maryland. Dr. Charles F. Stuckey will speak on Monet's obsession with perfection (October 20); Dr. Paul Tucker will discuss the social and political milieu of the 1890s as it influenced the artistic community and Monet's series paintings of that period (November 17); and Ms. Sona Johnston will present a historical perspective of Monet's influence on American painters of the 19th and early 20th centuries (December 15). All lectures are at 2:30 p.m. in the Museum's auditorium.

#099-M "Images of Penance, Images of Mercy: Santos and Ceremonies of the Southwest"  
Walters Art Gallery  
Award: \$4,090 outright funds, \$7,945 matching funds  
(301) 547-9000

A series of interpretive events will supplement a major exhibit on Santos, the distinctive religious folk art of the Hispanic Southwest. Programs include a lecture and symposium, films, a seminar describing santos-making, a presentation on Hispanic folklore and music, a family day, docent training, teacher services, and statewide outreach events. Program dates: August 19–October 20, 1991

#100-M "Coal Talk: Dialogues With Western Maryland Coal Communities"  
Garrett Recreation, Parks and Tourism, Inc.  
Award: \$5,600 outright funds  
(301) 387-9199

Maryland's coal mining heritage in Garrett and Allegany counties will be preserved and interpreted through the gathering of oral histories, photographs, documents and artifacts. Scholars will provide background and training for oral history interviews at a five-day workshop. Following the conducting of over seventy interviews, a community forum will present the results of the project. Interview excerpts will also be featured in local newspapers. Workshop: September 1991; Public Forum: June 1992

#101-M "The Good City in a Diverse and Changing Society—An Inquiry on Values"  
Columbia Forum, Inc.  
Award: \$3,550 outright funds, \$1,125 matching funds  
(301) 381-0496

Scholars in philosophy, history and literature will lead a series of seminars and symposia as Columbia residents reflect on the community's twenty-fifth anniversary and consider their values and choices for the 21st century. Discussions will focus on cultural diversity, housing issues, ethics and health care, gender and equality. Program dates: July–December, 1991

*In a democracy, society does not exist for itself, but as an institution to allow for the safety, growth, and happiness of its members, both collectively and individually.* —Patte Barth, Editor, "Basic Education", February 1990



*The Gary School, c. 1905, was located in Alberton, near Ellicott City. Photo courtesy of the Maryland State Archives. Robert G. Merrick Collection, MSA-SC-1477-6444*

**#103-M "Promoting New Technology: Is Deceit an Imperative"**

University of Baltimore  
Award: \$5,600 outright funds  
(301) 234-3921

A series of five evening lectures and panel discussions will examine deceit in the portrayal of technologies. Topics include the effect of contemporary advertising, the process used by societies to define their mythic and social narratives, ethical issues and the media, and government involvement in the promotion of new technology. Program dates: Spring 1992

**#104-M "Multicultural Images of Aging in the Humanities"**

Center for Renaissance and Baroque Studies, University of Maryland  
Award: \$8,000 outright funds  
(301) 405-6830

A one day conference will focus on "Multicultural Images of Aging", including an oral history workshop, a discussion on how elders are reflected in works by African-American writers, and a film discussion on how gender, ethnicity, and class shape images of aging. Following the conference, five meetings will be held throughout the state for teachers and the general public. The lecture/discussion groups will use literary works to examine topics such as aging and Shakespeare, women and aging,

autobiographies by older writers, Hispanic culture and literature, and Asian American reflections on intergenerational relationships. Program dates: Fall 1991–Spring 1992

**#105-M "Cross-Cultural Interpretation in the Performing Arts: The Native Peoples of the Americas"**

University Community Concerts  
Award: \$6,301 outright funds, \$1,575 matching funds  
(301) 403-4239

Three pre-concert seminars will commemorate the Columbian Quincentenary through the exploration of aesthetics, history, and social function in the performing arts of American Indians from North and South America. Seminars will look at differences in musical styles among various groups, literary traditions, and Indian flute genres in North and South America. Seminars feature panel presentations and discussions. November 23, 1991; February 16, 1992; April 25, 1992

**#106-M "Maryland in the Civil War—A House Divided"**

Maryland Historical Society  
Award: \$7,225 outright funds, \$15,000 matching funds  
(301) 685-3750

A six-minute video will examine Maryland's role in the Civil War through rare photographs, prints and documents too fragile to display on a regular basis. The video will serve as an interpretive component of a permanent exhibit on the Civil War and will also be distributed to social studies teachers in Maryland schools. Exhibit opening: November 1991

**#109-M "Shaping Lives: The Humanistic Impulse of Biography and Autobiography"**

Loyola College  
Award: \$3,600 outright funds  
(301) 323-1010

Two lectures and a symposium will examine the art of biography and autobiography. Maryland poet Reed Whitemore will discuss the evolution of the genre of biography, and historian Paul Nagel will speak on biography and autobiography as history. The one day symposium, entitled "The Feminine Paradox: Her Story as History," features discussions on female biographers and the importance of the feminine voice in the preservation of history. Lectures: February 12, 1992; March 18, 1992; Symposium, April 25, 1992

**#110-M "Taking the Lid off Garbage: A History and A Challenge"**

Baltimore Public Works Museum  
Award: \$7,800 outright funds, \$1,200 matching funds  
(301) 396-5565

The history of waste disposal and current issues concerning complexities of the "garbage crisis" are the focus of a permanent exhibit, brochure, public forum, four posters and two traveling exhibits for display in twelve county libraries. Scholars in history and anthropology will compare ancient and present-day disposal habits, sanitary reforms, and environmental responsibility. Exhibit opening and forum: Winter 1992

**#111-M "John Charles Thomas: An American Classic"**

Peabody Institute of the Johns Hopkins University  
Award: \$5,600 outright funds  
(301) 659-8257

A centenary celebration of the birth of the great American baritone John Charles Thomas (1891–1960) will feature exhibitions in Baltimore and Easton, Maryland and in San Francisco, California. A public symposium will be held at the Peabody Conservatory of Music, an illustrated booklet will be produced, and a series of radio shows will be aired on public radio in Maryland. Exhibit: September 1–October 17, 1991—Talbot County Historical Society and Peabody Conservatory's Galleria Piccola; Symposium: September 29, 1991



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*Schools in Garrett County, as in many rural areas, were often one-room buildings where children of various ages were instructed by one teacher. It had already snowed by November 16 when Mr. King and his pupils stepped outside the McHenry schoolhouse to have their picture made. Photo courtesy of the Maryland State Archives/Robert G. Merrick Collection, MSA-SC-1477-5617.*

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 Mrs. George L. Todd  
 David and Kathleen Van Echo  
 John Whiteside

## Application Deadlines

Drafts of grant applications must be submitted to the Maryland Humanities Council by the following deadlines in order to receive consideration. (Four copies of the first draft and 30 copies of the final draft are required.) To request a grant application, please call or write the Council (address and phone number on back cover).

There is no deadline for proposals requesting \$1,200 or less. (Seven copies of such applications should be submitted for review.) In planning such grants, applicants should submit proposals at least six weeks before the beginning date of the project. Applicants should also allow sufficient lead time for crediting of Council support in printed materials and project related documents.

Deadlines for submission of proposals requesting over \$1,200 are:

First Draft	Final Draft	Decision
October 18, 1991	November 22, 1991	January 18, 1992
February 13, 1992	March 20, 1992	May 1992
June 1992	July 1992	September 1992

## Thanks!

The work of the Maryland Humanities Council would not be possible without the continuing and dedicated efforts of the members of the Council, a Board comprised of distinguished and dedicated citizens; the project directors who conceive, develop, and carry out public programs; the enthusiastic audiences who attend these programs; you, the readers of *Maryland Humanities*; and the contributors who believe in the Council's work and support it with their time and financial donations.

### DONATION FORM

\_\_\_\_\_ I wish to make a contribution toward this publication and the work of the Maryland Humanities Council.

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Return form to: Maryland Humanities Council, 516 N. Charles Street, Suite 102, Baltimore, Maryland 21201

Your tax-deductible contribution helps to ensure that public programs in the humanities continue throughout the state of Maryland. Furthermore, every dollar you contribute is worth two, as each can be matched by U.S. Treasury Funds through a federal gift and match program.



## Notices

### Challenges and Choices for the 21st Century

#### Call for Proposals

Under its special initiative "Challenges and Choices for the 21st Century," the Maryland Humanities Council invites proposals for programs that explore questions of values underlying our choices in education and in civic and community life. The Council seeks to encourage humanities scholars (in ethics, literature, political theory, comparative religion, history and other fields in the humanities) to enter into a dialogue with the general public and with teachers, parents and others who educate the next generation.

**FORMATS:** The Council encourages innovative, as well as traditional, formats and approaches, such as reading-discussion sessions, town meetings, and public forums.

**TOPICS:** Areas that might be addressed include, but are not limited to: defining the community in a pluralistic society; civic values, virtues and responsibility; competing claims of rights, privileges, and society; individualism and community; Bill of Rights issues; ethical dilemmas: science, technology, and choice; ethics of everyday life; education: who owns the schools?

**WHO MAY APPLY:** Civic and community associations, libraries, educational agencies or organizations, interfaith groups, PTAs, school boards, teachers of teachers, churches, museums and historical societies, institutions of higher learning, state and local governments, and other nonprofit organizations are invited to apply for these competitive grants.

**TO APPLY:** For further information, deadlines, or to discuss your ideas, call or write the Maryland Humanities Council, 516 N. Charles Street, Suite 102, Baltimore, MD 21201, (301) 625-4830.

### Bill of Rights

#### Call for Proposals

To commemorate the 200th anniversary of the passage of the first ten amendments to the U.S. Constitution, the Maryland Humanities Council invites proposals for programs which explore the impact of the Bill of Rights on all aspects of American culture and life. The Council seeks proposals covering the whole range of philosophical, literary, historical, and political origins of the Bill of Rights; on the relation of the amendments to American political, social and intellectual life; on the Bill of Rights and the individual citizen; on the balance of rights and protections with civic responsibility; and other appropriate humanities themes and approaches.

### Scholars Sought for Resource Bank

The Maryland Humanities Council is seeking scholars interested in serving as planning committee members, speakers, panel members, and evaluators for public humanities programs. The names of scholars, their areas of expertise, and their areas of interest in public humanities programming are being compiled into a resource bank that will be available to the public.

Humanities scholars are usually considered those who hold a Ph.D. or terminal degree in a humanities field. They should be engaged primarily in the study, research, writing, and/or teaching of one of the following disciplines: languages and literature, history, archaeology, jurisprudence, philosophy, ethics, comparative religion, history and criticism of the arts, and social sciences employing historical and philosophical approaches (including but not limited to anthropology, sociology, and political science).

Interested persons should call Judy Dobbs, Deputy Director, at 301-625-4830 for more information.

### Exhibits and Videos Available Through MHC

The Maryland Humanities Council has exhibits and videos available for loan to institutions and organizations. There is no charge for use of these resources other than UPS shipping charges. For more information, call or write the Maryland Humanities Council (address and phone number on back cover).

*The Blessings of Liberty*—This exhibition celebrates the Bicentennial of the U.S. Constitution. It covers such topics as the Articles of Confederation, the anti-Federalist argument, ratification, and the Bill of Rights. The 12-panels consist of posters mounted on three lightweight kiosks, each kiosk measuring 6 feet in height and 33 inches square.

*To Preserve These Rights*—This exhibition features the text of the Bill of Rights, graphics, captioned photographs, and commentary from well-known scholars, jurists, and statesmen. The 12-panels consist of posters mounted on three lightweight kiosks, each kiosk measuring 6 feet in height and 33 inches square.

*A Necessary Fence: The Senate's First Century*—This limited edition poster set illustrates the objects, people, and events which marked the Senate's first one-hundred years. The exhibition is divided into five sections: Organization of the Senate, Administration, Treaties, Nominations, and Impeachment. The fourteen 35" x 22" posters are laminated and wall mountable.

*The Civil War*—Ken Burn's highly acclaimed nine-part videocassette series includes some 900-first person quotations from segments of Civil War letters, diaries, memoirs, and thousands of authentic photographs. The war's impact is explored through the intertwining of the lives and reflections of such prominent figures as Abraham Lincoln, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, and diarists Mary Chestnut and George Templeton Strong with the experiences of ordinary citizens—northerner and southerner, male and female, black and white.

Additional films, videos, and slide/tape programs are available through the Enoch Pratt Free Library and the interlibrary loan system. A list of MHC-funded or -purchased resources, included in the Spring 1991 issue of *Maryland Humanities*, is available on request.

## Unlocking the Secrets of Time: Maryland's Hidden Heritage

### Publication Announced

The Maryland Humanities Council is pleased to announce the publication of *Unlocking the Secrets of Time: Maryland's Hidden Heritage*. The volume covers the themes explored at the conference of the same name developed and produced by the Maryland Humanities Council in November 1989. Excerpts of talks delivered there, a bibliographic essay (included in the conference packet), introductory, concluding, and keynote remarks, are all illuminated through more than 30 illustrations with descriptions of each.

Rather than reprinting each paper in its entirety, the texts have been edited to provide several case studies of the ways in which scholars use evidence to interpret the past. The first study focuses on one historian's quest to uncover the origins of the Maryland state flag and the meaning of its elements. The second examines the ways by which different scholars, with varying interpretive needs, have explored the history of the Carrolls—one of Maryland's most prominent families. The third study focuses on different types of evidence and the insights they provide, particularly for exploring the histories of groups of ordinary people who do not leave the elegant houses or extensive papers that make members of the elite much easier topics of study. The final case study considers the sources and uses of evidence that is shared with the public in a museum setting, whether it be through living history programs, exhibits, or catalogs. Two concluding sections first evaluate the current status of the pursuit of history in the context of the papers presented at the conference and then offer suggestions to the reader both for further exploration of the theme and for ways to begin, as individuals, to unlock the secrets of time.

*Unlocking the Secrets of Time: Maryland's Hidden Heritage* is published by the Maryland Historical Society, with assistance from the Maryland Humanities Council and the Maryland State Archives. The volume was edited by Dr. Jean B. Russo who also served as the conference director. Publication date is October 1, 1990. Copies may be purchased from the Maryland Historical Society; inquiries and orders should be addressed to: Publications Marketing, Maryland Historical Society, 201 W. Monument Street, Baltimore, Maryland 21201.

## Public Meetings

As part of its mission to reach all Marylanders, the Council regularly holds public meetings throughout the state, to hear program ideas, provide background on how to apply for Council funding, explore ideas for local projects, and ask for public response to the Council's efforts in general.

Representatives of the Council are also available to speak at any appropriate gathering or event at which people might find information about the Council's programs helpful.

If you would like information on upcoming meetings, would like to set up a meeting in your area, or would like to include representatives of the Council at your scheduled program or event, please call Judy Dobbs, Deputy Director at (301) 625-4830.

### A Challenge to the People of Maryland: Increase the Value of Funds You Have Raised

The Maryland Humanities Council has U.S. Treasury Funds available to match funds raised from corporations, foundations, businesses, individuals, or state and local governments in support of public programs in the humanities. These funds, available to the Council through a special Gifts and Matching program of the National Endowment for the Humanities, are awarded on a competitive basis to Maryland's non-profit organizations and agencies of state and local government. For further information, please contact Judy Dobbs at (301) 625-4830.

## The Annapolis I Remember Receives AASLH Award

The Maryland Humanities Council is pleased to announce that "The Annapolis I Remember," an MHC-funded project, received a Certificate of Commendation from the American Association for State and Local History. The AASLH Awards Program is the nation's most prestigious competition for recognition of achievement in the preservation and interpretation of local, state and regional history.

"The Annapolis I Remember" was a multifaceted project featuring a theater production, a traveling exhibit, newspaper articles, and a 240-page book. Through drama, oral history, and photography, the citizens of Annapolis re-examined their memories, their ideas, their attitudes about living together, making ends meet, and contending with epidemics, war, and the civil rights movement in the years between 1900-1965. (The program was featured in an article in the Spring 1991 issue of *Maryland Humanities*.)

The project was directed by Sharie Valerio, Mame Warren and Beth Whaley and sponsored by the Arundel Senior Assistance Programs, Inc. It was funded by the Maryland Humanities Council, Anne Arundel County, the Annapolis Fine Arts Foundation, and numerous other local contributors.

The 1991 Award to "The Annapolis I Remember" marks the seventh year in which MHC-funded projects have received AASLH recognition. Past winners have included "But Now When I Look Back"—an oral history project sponsored by St. Mary's College of Maryland, "Steps in Time: Scenes from 1840 Baltimore"—a living history program sponsored by the Baltimore City Life Museums' 1840s House, "Architecture in Allegany County: A History"—a traveling exhibit and publication sponsored by Allegany Community College, "The Screen Painters"—a film sponsored by Baltimore Traditions, the Office of Folklife of Baltimore City, and the Painted Screen Society of Baltimore, "Publik Times in St. Maries Citie"—a living history program sponsored by the St. Mary's City Commission, and "The J.C. Lore Oyster House"—a permanent exhibition at the Calvert Marine Museum.





*Franklin Academy was opened in 1820 as a private school. In 1897 it became Baltimore County's first public high school. Students and teachers who attended Franklin at the turn of the century are pictured here. It is reported that Edgar Allan Poe once applied for the position of principal at the academy but was turned down. Photo courtesy of the Maryland State Archives/Robert G. Merrick Collection, MSA-SC-1477-5681*

## MARYLAND HUMANITIES

Maryland Humanities Council  
516 N. Charles Street  
Suite 102  
Baltimore, Maryland 21201  
(301) 625-4830

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